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THE UNIVERSITY OF ALBERTA

STUDENT INTERESTS AS A COMPONENT FOR SECOND LANGUAGE CURRICULUM DEVELOPMENT

by

(C) MICHELE LEA KULMATYCKI

A THESIS

SUBMITTED TO THE FACULTY OF GRADUATE STUDIES AND RESEARCH

IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE DEGREE

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FALL, 1987

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The undersigned certify that they have read, and recommend to the Faculty of Graduate Studies and Research for acceptance, a thesis entitled STUDENT INTERESTS AS A COMPONENT FOR SECOND LANGUAGE CURRICULUM DEVELOPMENT submitted by MICHELE LEA KULMATYCKI in partial fulfilment of the requirements for the degree of Master of Education.

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Date: July 9, 1987

Abstract

The intent of this study was to investigate the interests of junior high school students studying French as a second language in Alberta for the purpose of developing a list of topics of interest around which to center conversation in the communicative classroom. A total of three hundred and one Grade Seven and Grade Nine Edmonton Public School Board students participated in this study. This sample included students enrolled in the Six Year and Nine Year French as a Second Language programs as well as a group of students who were not enrolled in any second language program offered at their respective school at the time of the study. A preliminary open-ended questionnaire designed to elicit student conversational interests administered to one hundred and thirty-six of these students produced two hundred and thirty-one topics of interest. Seventy-five of the high frequency items generated by the students were used to construct a second questionnaire. In this second questionnaire one hundred and sixty-five students were asked to rate these seventy-five topics of interest on a five-point scale to determine the degree of interest the students had in the various topics. A factorial analysis of the student responses clustered these seventy-five items into seventeen broad categories of interest. A Three-Way ANOVA was used to analyze the student responses by gender, grade and language study program. Some significant differences in interest were found. The girls were more interested in the topics used in the study than the boys, and the girls' level of interest increased from Grade Seven to Grade Nine while the boys' level of interest decreased. The female students not currently enrolled in a French program generated the highest level of

interest across the three programs, while the boys in this program generated the lowest level of interest. Significant differences between gender, grade and program in specific topics of interest were also found. The findings support previous research which identifies a difference in interests between boys and girls. This study also provides second language educators with a list of topics of interest to use in structuring conversation in the French classroom.

Preface

I had been teaching French for several years and was asked to teach an introductory Ukrainian course to a group of junior high school students. It had been what I considered a routine first week. We practiced saying hello and goodbye. The students introduced one another. They learned several ways of asking how someone was feeling and numerous replies. We role played meeting someone for the very first time. At the end of the week one of the boys came up to me. His face sparkled as he said, "You know Miss K., we've only been here a week and we can talk!"

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CHAPTER I

THE PROBLEM

Background to the Study

The past decade has seen a theoretical shift within the framework of second language education. Communicative proficiency is being stressed over linguistic perfection , while a student-centered process model is recognized as more effective than the traditional information-centered teaching strategy (Finocchiaro & Brumfit, 1983; Rivers, 1985; Savignon, 1983; Trim, Richterich, van Ek, & Wilkins, 1980; van Ek & Trim, 1984;). The reciprocity of language and culture has been established (Crawford-Lange and Lange, 1984; Omaggio, 1986; Seelye, 1974, 1984), and language as a means of self-expression has been acknowledged (Omaggio, 1986; Rivers, 1985; Savignon, 1983). While the value of a communicative approach toward second language instruction has been generally accepted by the second language community, concern over the nature of the content of such an approach has arisen. In the course of this controversy, several theoretical frameworks and practical approaches have been developed. The underlying concern of all of these models is to prepare the student for the use of the language in real-life situations.

Second language educators have labeled this type of model as a communicative approach to second language instruction (Balet, 1985; Omaggio, 1986; Savignon, 1983). The current emphasis in the literature on curricular alternatives to support this new view of

language learning is testimony to widespread agreement among second language theoreticians that curricular change which takes communicative competency into account is a necessity. Despite this, change within many of the classrooms has not yet occurred since many classroom teachers are still clinging to older methods (Rivers, 1985). Curricular change is imperative if the use of a communicative approach in the classroom is to become a reality, and not simply a topic for discussion by second language theorists.

While there is agreement as to the need for change, the suggestions for curricular re-direction are varied. Despite this diversity, increased attention to student motivation and needs is a common theme (Chastain, 1980; Cunningsworth, 1983). Indeed, one indicator of our failure to take these sufficiently into account is the high dropout rate in second language programs (Omaggio, 1986) which has led second language educators to question the effectiveness of our programs.

What changes can be made to reverse this trend? Some second language educators suggest that, since we appear to be failing to meet the needs of students, the solution may be a program which takes into account the various instances in which the learner will need to use the second language. Cunningsworth (1983) states that student needs can be used effectively to determine the content of a second language program. Rivers (1985) suggests that basic second language courses should be followed by courses in languages for specific purposes where students are able to choose courses relevant to their own specific needs. It is this philosophy which is the foundation of the Council of Europe's Threshold approach to second language education (van Ek &

Trim, 1984). Furthermore, needs analysis is central to the development of the Functional Notional syllabus, a curriculum which uses the communicative needs of the language learner and the communicative situations they will encounter as the organizing principles. However, meeting the needs of the learner is only one of the factors involved in motivation.

Keller (1983) identifies four components of motivation: interest, relevancy, expectancy, and satisfaction. The present study looks at one of these components, interest, and its role in second language learning. It is important to note that interests and needs are often referred to concurrently. This is not surprising as they are not totally distinct from one another. According to Keller, interest is "in one sense a motive that, when aroused by instruction, will make the instruction seem to be more relevant" (p. 415). This view is also expressed by Boekaerts (1986). She draws attention to Bruner's remark which states that, "in order to explain both intrinsic motivation and meaningful learning, the learner's subject-matter oriented interest should be taken into account" (p. 133).

Dwindling enrollments have caused more and more second language educators to think seriously about how to attract students to second language classes and to maintain their interest once there (Allen, 1975; Chastain, 1980; Rivers, 1985). This point has been discussed by a number of specialists in the field and student interests as a component of second language curriculum has been clarified. According to Omaggio (1986), student interests can be met by a proficiency-oriented curriculum which "responds to the affective needs of students as well as to their cognitive needs" (p. 52). One of the

tenets of the communicative approach listed by Savignon (1983) states that second language learning, like first language acquisition, "begins with the needs and interests of the learner" (p. 24), and that these needs and interests must be considered in designing curriculum. In her proposal for curriculum re-direction, Rivers (1985) asserts that second language educators "must design a curriculum that provides students with the prospect of varied content as they proceed so that they may choose what is of greatest interest and value to them" (p. 42). The literature on student interests indicates that interests are playing an increasing role in program development to the point where Grittner (1975) goes so far as to propose an interest-centered curriculum.

Instruction in a program based on the communicative approach centers around communication, or conversation. For this type of activity to be successful the student must be sufficiently motivated to take part in the activity. As a result, the role of students' communicative interests in motivation needs to be seriously considered. In a study on student attitudes and language aptitude Robinson (1981) found that grade seven students' choice between dropping or continuing with second language study was dependent upon interest twice as much as any other factor. Robinson concludes that these results underscore the importance of making second language programs interesting. If we are asking our students to converse with one another, then it only seems logical to center these conversations around topics that are of interest and therefore meaningful to the students. Without this orientation the material used in second language programs will be neither relevant nor interesting to our

students, a criticism repeatedly leveled against the traditional teaching methodologies.

Statement of the Problem

If we are to build a new curriculum based upon the communicative approach to second language instruction, then communication should be centered around topics of interest to the learners. What are students interested in? What are they interested in talking about in a real-life communication situation? More specifically, if we are preparing them for use of the language in a real-life situation, what are they interested in talking about to a native speaker of the language? What would they like to know about that person? Can their interests be articulated in such a manner that they can provide us with a list of conversational topics that can be used as a component in curriculum development and instructional design in a second language program?

Purpose of the Study

The purpose of the study was to determine the interests of junior high school students enrolled in both the Six Year and Nine Year French programs in selected Edmonton Public Schools. By investigating their interests, it was hoped that it would be possible to generate a list of topics relevant and interesting to junior high school students which curriculum developers and instructional designers might use as a guide in writing second language programs, and around which second language teachers might center conversation in the classroom.

The specific objectives of the study were:

1. to determine the communicative interests of the general junior high population by surveying students at both the Grade Seven and Grade Nine level enrolled in the Extended French and Core French programs and non-French programs;
2. to compare the interests of the general junior high population by a) sex, b) grade and c) age;
3. to compare the interests of the students enrolled in a French program and those students who have had no contact with a second language learning situation;
4. to compare the interests of the students enrolled in a French program and those students who have had no contact with a second language learning situation by a) sex, b) grade and c) age;
5. to determine the interests of the students enrolled in a French program by a) sex, b) grade, c) age and d) program;

The original intent was to survey a group of non-French program students as well as students enrolled in the Six Year and Nine Year French programs for the purpose of cross-comparison between students who have had exposure to a second language learning situation and those who have had no exposure. However, it was found that the majority of these students had at one time or another studied a second language. Thus contamination of the sample only allowed for a cross-comparison between students enrolled in the Six Year and Nine Year French programs and those students not currently enrolled in French.

Need for the Study

The role of motivation in academic success is now generally accepted. Motivation affects learning by increasing the quality of learning, and the intensity and duration of performance (Keller, 1983). Briggs (1984) lists motivation as one of the determinants of academic success, and McDaniel (1985) claims that "increasing student motivation is an imperative for all educators and may well be the secret to more 'engaged time' and higher achievement in contemporary classrooms" (p. 23). Since educators have begun to realize that the lack of motivation is a serious problem in our educational system (Hutslar, Litcher, and Knight, 1985) the various factors contributing to motivation need to be taken into consideration. Student interests is one of the motivational factors that is often overlooked.

Figurel (cited in Gil, 1978, p. 26) found "that the optimal learning experience is more likely to occur by engaging the students' interests". Moreover, if educators are to provide students with meaningful experiences, their interests must be taken into account (Smith, 1980). Smith affirms that "offering them opportunities that are not important to them is one way of telling them that we do not understand them, do not care about them, or both" (p. 476). It would seem that second language education has fallen into this trap, since traditional methodologies in second language instruction repeatedly have been critized as uninteresting and irrelevant, lacking in motivation.

To overcome this problem, second language theorists have turned their attention to motivating the second language learner and have

begun to recognize interest as a key factor in determining the success of a second language program. In a study of the effectiveness of various methodologies and error feedback in Computer Assisted Instruction in second language instruction, Robinson (1985) found that interest and enjoyment of the second language were the best predictors of success regardless of the instructional treatment used in the study. She concludes that "the material must be meaningful both in the cognitive sense (how language relates to the world around us) and in the affective sense (how language relates to our inner selves and the things we care about)" (p. 42). Robinson advocates the use of student interest surveys to assist in the development of motivating programs. Omaggio (1986) suggests the use of a questionnaire at the beginning of instruction to guide the teacher in developing lessons that are of interest to the students. The literature on culture in second language programs identifies student interests as a major motivating force in learning culture (Wagner, 1986). Wagner also suggests that the second language classroom is a place where students "might reasonably expect to pursue their interests" (p. 63). In her study on student reactions to second language learning, Mayor (1984) found that 76% of the students surveyed indicated that they would like to spend more time talking about things they were interested in, but which were not included in their textbook. Therefore, she concludes that "there may be little relevancy in what they are taught" (p. 59). Additional comments from the students lead Mayor to believe that "overall, the students want the second language program to be made more interesting, more relevant to their life" (p. 74). In an attempt to achieve this goal, second language theorists are moving towards a

communicative approach to second language education, an approach which takes into account the needs and interests of the students. In this approach the "students use language constantly, with the teacher, with each other, and with the community that speaks the language to convey meanings of importance to them" (Robinson, p. 42).

Howatt (1984) identifies three conditions central to a communicative approach to second language instruction: "someone to talk to, something to talk about, and a desire to understand and make yourself understood" (p. 192). The purpose of the present study was to investigate student interests and provide concrete data for the curriculum designer, instructional developer and teacher that would give second language educators "something to talk about" in the classroom. Ideally, students will find the topics generated by the study interesting and meaningful, and teachers may use them in structuring communicative activities in the classroom.

Definition of Terms

The following terms will be used throughout the thesis.

Six Year Program in the context of the present study refers to the Edmonton Public School System's Core French program of studies that begins in Grade Seven. Instruction time is approximately 150 minutes per week.

Nine Year Program is used in reference to the Extended French program of studies that typically begins in Grade Four in the Edmonton Public School System. Instruction in the elementary grades consists of 30 minutes per day of instruction in the language and another 30

minutes per day where the language is used to teach another subject. At the junior high level instruction is approximately 160 minutes per week.

Communicative competency will refer to the ability to communicate in a culturally appropriate fashion in the second language.

Communicative proficiency will refer to "an individual's general competence in a second language, independant of any particular curriculum or course of study" (Omaggio, 1986, p. 9).

The Communicative Approach will refer to a "philosophy of language rather than a method" (Savignon, 1983, p. 24). It is a humanistic viewpoint of language learning in which the second language is learned in real communicative situations where real messages are exchanged (Medgyes, 1986).

Design of the Study

The group of second language learners who participated in the study were Edmonton Public School Board Junior High School students. Students enrolled in both the Six Year and Nine Year French programs as well as a sample of students who were not involved in any second language program at the time of the study were surveyed. The survey was administered to students at both the Grade Seven and Grade Nine levels. The researcher administered all stages of the study.

The study consisted of four stages. In the first stage of the study an open-ended questionnaire was administered to generate a list of questions that the students would be interested in asking a native speaker of French from Quebec of their own age and of the same and

opposite sex. The questionnaire elicited two hundred and thirty-one questions that students thought they might ask.

These questions were then divided into broad categories of interest. The categories were submitted to another second language specialist for validation. Each question in the category was ranked hierarchically according to the frequency of the response by the total population. Seventy-five high frequency questions were then identified and used to construct the questionnaire for the second stage of the study. The second questionnaire was administered to a second group of students. These students were asked, using a five point Likert scale, to rate the seventy-five questions as to whether or not they would be interested in asking a native speaker of French that particular question.

The responses to this second questionnaire were then statistically analyzed. A factor analysis was used to identify items similar in nature and to cluster them into categories or themes. The questions clustered into seventeen broad categories of interest within which were found a number of questions which clarified the content of the particular category. Interviews with eight students were held to verify the content and clarify the meaning of the various categories.

In the fourth stage of the study the degree of interest in these seventeen categories generated by the factor analysis was compared according to gender, grade and program.

Delimitations

This study surveyed only the Grade Seven and Grade Nine junior high school population. The Grade Eight population was excluded from the study. As well, only 136 students participated in the first stage of the study and 165 students in the second stage of the study.

Limitations

The research findings in Stage One of the study are based on the researcher's interpretation of the students' responses to the open-ended questionnaire. Every attempt was made to use the responses exactly as the students worded them, but there were points in the study where the researcher had to interpret the meaning of the question or statement to the best of her ability in order to compare it with the responses of other students. Whereas the first stage of the study asked the student to imagine having a conversation with a person of the same age and sex as well as same age and opposite sex, Stage Two dealt only with the situation where the student is conversing with a person of the same age and sex.

Assumptions

Several assumptions are being made in this study. These assumptions include the belief that:

1) the sample used is considered to be reasonably representative of the general junior high school population;

2) the students are mature enough to be able to respond in written form to the questions being asked;
3) the students will respond honestly to the questions they are being asked;
4) by using Grades Seven and Nine in the study the results may be reasonably generalized to the entire junior high population.

Implications of the Study

The results of this study will provide curriculum developers, instructional designers and classroom teachers with a list of topics that junior high school students identify as interesting and relevant to themselves. The results may be used as a guideline for developing a communicative approach to second language instruction that is both interesting and meaningful to the students. The study also points out differences in interest that may exist between two French as a Second Language programs currently in place in Alberta. Information as to differences and similarities in interests between gender and grade has also been provided.

Overview of the Organization of Chapters

The organization of this thesis does not follow the format traditionally used. The relevant literature for each chapter will be contained in it rather than being provided in a separate chapter as is usually done. Chapter I has looked at the relevant literature to provide a background to the study and to identify a need for the

study. The purpose for the study, an outline of the study, definition of terms, delimitations, limitations and assumptions of the study were also presented. Chapter II will discuss the methodology, results and conclusions of the first stage of the study. The second stage of the study will be presented in Chapter III, and Chapter IV will discuss the interviews held with the eight students to verify and clarify the content of the various categories generated by the second stage of the study. The degree of interest in these categories will be cross-compared by gender, grade and program in Chapter V. The final chapter in this thesis will summarize the study and discuss the implications of this study, as well as suggest areas for further research.

CHAPTER II

STAGE ONE OF THE STUDY

The Focus On Communication

Second language education extends far back into time. Formal second language study can be traced back prior to the establishment of the Roman Empire when the Romans studied Greek as a second language. The ability to speak Greek was regarded as the "mark of an educated gentleman" (Grittner, 1977, p. 2). However, with the expansion of the Roman Empire, Latin became the international language and utilitarian needs resulted in Latin quickly displacing Greek in formal language study.

Just as second language instruction can be traced back to antiquity so too can criticism of the methods employed to teach these languages. The historical progression of language teaching has swung back and forth between an emphasis on grammar and one on communication. Second language methodology:

> ... first swings from the active oral use of Latin in Ancient and Medieval times to the learning by rule of Renaissance grammars, back to oral activity with Comenius, back to grammar rules with Plotz, and back again to the primacy of speech in the Direct Method. (Mackey, 1965, p. 151)

Although terminology through the ages has changed this controversy is still at the root of current discussions on methodology. Should emphasis be placed on linguistic perfection or on communicative proficiency?

The current curricular thrusts point to communicative proficiency as a major goal of second language education (Omaggio, 1986). Communicative proficiency can be described as "an individual's general competence in a second language, independent of any particular curriculum or course of study" (Omaggio, p. 9). It was in the interest of setting standards for such competence that a scale describing the various levels of proficiency was developed by the American Council on the Teaching of Foreign Languages (ACTFL), the ACTFL Provisional Proficiency Guidelines (1982). This scale was developed from experiential data gathered over a period of forty years on the ability of the second language learner to function in situations requiring use of the second language. The proficiency guidelines describe the continuum of specific and general language skills that it is possible for a second language learner to have in five skill areas: listening, speaking, reading, writing and culture. The scale ranges from a minimal level of competence to a native-like ability to speak the target language.

Communicative competency and communicative proficiency are inherently linked. Communicative proficiency is concerned with the individual's general ability to communicate in the second language. The competency model focuses on an individual's degree of proficiency in the target language with respect to context-specific situations. Competency is the ability to use both linguistic and nonlinguistic aspects of the language to function appropriately in these context-specific situations. The development of competency and proficiency occurs simultaneously. With each communicative situation a second language learner encounters, situation specific skills are

developed as well as general language skills. The general language skills second language learners acquire in each context-specific situation can be applied to other contexts as well. Communicative competency, then, nurtures communicative proficiency. According to Omaggio (1986), the proficiency descriptors in the ACTFL provisional proficiency guidelines are "a direct reflection of current thinking about the nature of communicative competence" (p. 14). Communicative competence is the foundation for a communicative approach to second language instruction. If second language educators accept Omaggio's statement as true and recognize the relationship between competency and proficiency, it follows that a proficiency-based curriculum should employ a communicative approach to second language instruction.

Balet (1985) lists four major assumptions upon which the communicative approach is based.

> 1. a second language is best learnt as the mother tongue has been learnt, i.e. by using it in 'real-life' situations;
> 2. as a result, classroom activities should be 'empirical' in character and should involve processes which are spontaneously creative;
> 3. explicit study of the grammatical structure of the language and appeal to the student's cognitive skills should be discarded or kept to a minimum. Grammar should be taught, if at all, 'not as an end in itself, but as a means of carrying communicative intent' (Salimbene 1983:2);
> 4. real life should be brought into the classroom in the form of 'authentic' materials. (p. 178)

Components identified by Medgyes (1986) are also central to the communicative approach.

> 1. instruction is learner-centered;

2. course content takes into account both individual and group needs;
3. teaching is viewed as a humanistic process where the individual as a whole is involved in the learning process;
4. a wide range of teaching materials are used rather than reliance on a single textbook.

Savignon (1983) advocates the use of student needs and interests in developing materials for a communicative approach to second language instruction. Howatt (1984) suggests that conversation is at the heart of such an approach. If communication and student interests are key components of a communicative approach to second language instruction, student interests play an important role in determining the nature of the conversation within the classroom, as was suggested in Chapter I. Therefore, it is necessary to determine the communicative interests of the learners. This is the purpose of the present study.

Relevant Research

Despite the evidence that student interests play a key role in effective second language program development, little if anything has been done in this realm in the field of second language education. Scagliola (1971) investigated student interests for the purpose of examining the fit between junior high school French as a second language program content and student interests. Broad topics of student interests were identified through the use of a Likert scale

derived from a list of topics of interest generated by a group of junior high school students. The content of the French programs in current use was then compared to the interests of the students. Scagliola found that there was a low correlation between the course content and student interests.

Moving away from the field of second languages a variety of studies on students' interests can be found. However, "little systematic inquiry has been done on the nature and developmental characteristics of children's interests" (Zbaracki, Clark, & Wolins, 1985, p. 517). Paul Witty (1961, 1963) is cited as probably the most thorough researcher of student interests and deserving of the most credit for research in this area (Gil, 1978; Gil & Geneivive, 1971). He explored the interests of children in grades nine through twelve in a wide range of areas: recreation, reading, television, movies, radio, school subjects, vocations and educational goals. He found that "adolescent interests are a reflection of existing societal values and expectations" (Jones, 1981, p. 370).

In the area of writing interests Gil and Geneivive (1971) conducted a study to determine the writing interests of Grade Nine students and the accuracy with which teachers perceived these interests. According to Gil and Geneivive, the results of their study seem to suggest that students' writing interests are different from their reading interests and that these interests are influenced by both sex and academic ability. In the comparison of the students' interests and the teachers' perceptions of these interests only the group of average ability students used in the study was used for the comparison. The teachers predicted the students' interests fairly

accurately. However, Gil and Geneivive note that more research is needed to determine how successful they would be in predicting the interests of below or above average students. Gil duplicated the study in 1978 to determine if student interests change over time. The comparison between the 1978 study and 1971 study identified some change in interests. However, on closer examination it was found that these changes could be attributed to socio-political changes in society.

In a study of adolescent interests, Jones (1981) surveyed students between the ages of ten and fifteen to examine the relationship between interests, age and gender. Despite differences in the survey tool employed, Jones contends that the results from his research support the findings of the earlier studies on student interests done by Witty (1961, 1963), Gil and Geneivive (1971), and Gil (1978), that adolescent interests reflect the socio-political environment. Jones also affirms that adolescent interests are mediated, if not perpetuated, by sexist stereotypic beliefs. Smith (1980) also surveyed adolescent interests. However, he not only used a wider range of ages, eight to twenty-one, he divided interests into two categories: concerns and informational interests. Cross-tabulation identified only a few items that were age specific. The results also indicated that differences due to gender decreased over age.

Zbaracki, Clark and Wolins (1985) researched the interests of students in grades four through six for the purpose of developing an interest inventory. Differences in interest between the sexes were found. However, it was noted that it was the direction and degree of

interest that differed rather than areas of interest, as both sexes generated the same areas of interest, but quite different items in these categories of interest. Of note is the authors' view that the results of this study parallel similar studies that have used adult subjects. The factors found in this study have also been found in many of the adult vocational interest studies.

Studies on student interests have typically asked students to use a Likert scale to rate topics of interest. These studies have employed one of two methodologies to produce the Likert scale used in the study. A number of studies have asked the students to respond to a list of topics of interest preselected by the researcher or topics from established lists (Smith, 1980). In Jones' study (1981) a preselected list was used. Gil (1978) used the list developed in his 1971 study. The other group of studies have administered a preliminary open-ended survey of some sort to generate a list of topics of interest with which to construct the Likert scale. The research by Scagliola (1971), Gil and Geneivive (1971) and Zbaracki, Clark, and Wolins (1985) fall into this category. In two related studies by Bazemore (1979, 1984) an open-ended questionnaire was also employed. However, the responses from the questionnaire were coded to generate a priorized list of student concerns and values rather than being used to formulate a Likert scale.

According to Smith (1980), studies that rely on student responses to lists generated by individuals other than the students themselves dominate research on student interests, and more studies are needed that allow the students free expression of their interests in order to generate an interest inventory based upon the real interests of youth

and not just their perceived interests. In his study one-to-one interviews were conducted to collect data on adolescent interests. Smith asserts that the design of his study eliminated the possibility of peer or adult influences on student response. He assumed that this would produce an honest and more intimate response from the students.

Smith (1980) also focused on the necessity of asking fairly specific questions to elicit the needed information. A neutral question such as 'What kind of things are you interested in?' elicits equally neutral responses (Smith, 1980). The questions employed in the open-ended questionnaires in the various studies cited earlier were directly related to the purpose for those studies. Scagliola (1971) was interested in comparing the content of the French language materials in use with the expressed interests of the students. Therefore, she asked the students to list ten topics that they would like to "learn to discuss and read about in French" (p. 23). Gil and Geneivive (1971) were specifically interested in writing interests. They also asked the students to list ten topics of interest, but specified that it should be ten topics which the students would be interested in writing about.

Procedure

The first task, then, that the present study needed to address was the formulation of a question, or series of questions, that could be used in an open-ended questionnaire (Appendix A) to generate information on the conversational interests of junior high school students, questions that could then be used to develop a Likert scale.

The purpose of the present study was to develop a list of topics that were interesting and therefore relevant to students to use as a guideline for conversation in the classroom. Therefore, the questions posed needed to relate directly to the students communicative interests. Moreover, in order to respond to the current curricular thrusts, it was essential that they be culturally relevant as well. They also needed to elicit personal responses if the study was to provide the foundation for activities that carried long range meaning for the students (Smith, 1980). Three questions were formulated that simulated a conversational situation that the students could encounter in real-life, or at least "real-life" within the constraints of the classroom situation.

1. Imagine you have just met a new person who is French and comes from Quebec. This person is the same age and sex as you. This person is someone you would like to be friends with. Imagine you are having a conversation with this person. What would you like to know about him or her? What questions would you ask this person.

2. What would you like to tell this person about yourself?

3. If this person were of the opposite sex, is there anything else or something different you would like to know about that person? Are there any different questions you would ask him or her?

The purpose of the research and the intent of the questionnaire were fully explained to the students prior to administering the survey. This was an important step in the research as a good rapport between the researcher and the students was essential in order for the students to feel comfortable enough to answer the questions openly and honestly. The richness of the data collected attests to the success in establishing such a rapport.

Each question was fully explained to avoid misinterpretations. At the end of the explanation, questions the students had with regards to the study were answered. One of the questions raised was whether the questionnaire was to be completed in French or English. The students were told to complete the questionnaire in English and to assume that they had the necessary command of French to ask anything they desired.

Results

One hundred and thirty-six students from three different junior high schools participated in this stage of the study, fifty-two boys and eighty-four girls. The exact distribution of students in each program is given in Table 1. The students generated two hundred and thirty-one questions that they thought they might use in conversation with this imaginary person.

These questions and statements were then subjectively divided by the researcher and another second language educator into twenty-nine broad categories of interest. Table 2 provides a listing of these categories. Each question and statement in the category was ranked

hierarchically according to frequency of response by the total population. Similar responses were collapsed into one item. Since the majority of responses were in question form, in order to provide continuity in the responses so that they could be used in Stage Two of the study, in the case where both a question and a statement provided the same information, the question was used. There were a few cases where only a statement was used as a response, and in these cases the researcher, in consultation with two other second language educators, re-worded them as questions. Seventy-five high frequency items were then identified and used to construct the questionnaire for the second stage of the study. In order to ensure that all the areas specified by the students were included, at least one item from each category was used in identifying the seventy-five questions. In order to balance the categories it was not possible to use all high frequency items and still keep within the seventy-five item limit. The number seventy-five was chosen by the researcher because it was felt that this number of questions could be administered within one class period. In constructing the questionnaire for Stage Two every attempt was made to use the questions exactly as the students worded them. Except for the cases noted above, the only other changes that were made was the correction of grammar errors.

Table 3 lists the seventy-five questions generated by Stage One of the study.

CHAPTER III

STAGE TWO

Procedure

In this stage of the study the seventy-five questions generated by the students in Stage One of the study were used to construct a Likert scale (Appendix A). As was previously discussed in Chapter II, wherever it was possible to do so, the questions were used exactly as the students wrote them. It was felt that in rewriting or rewording the responses the intrinsic meaning that the students assigned to them might be changed.

A second set of students from three different junior high schools participated in this stage of the study. The questionnaire was administered to one hundred and sixty-five students, seventy-four boys and ninety-one girls. Table 4 gives the exact distribution of students in each program.

In this questionnaire the students were given the following instructions:

> Imagine you have just met a new person who is French and comes from Quebec. This person is the same age and the same sex as you. This is someone with whom you would like to be friends. Imagine you are having a conversation with this person. What would you like to know about him or her? What questions would you ask this person? Please rate the following questions using this scale.

As in the previous stage of the study, it was stipulated that the person the students were talking to was someone with whom they would like to be friends. The intent was to elicit a personal and intimate response from the students so that learning activities designed from the study would carry long term meaning.

The students were asked to rate the seventy-five questions on a five point scale from "definitely would not ask that question" to "definitely would ask that question". As in Stage One of the study, the purpose of the research and the intent of the questionnaire was fully explained to the students prior to administering the survey. To avoid misinterpretations, the question used in the survey was also explained. Any questions that the students had with respect to the study itself or the questionnaire were answered.

Results

A principle component factor analysis followed by Kaiser's varimax rotation was conducted. On the basis of Cattell's Scree test (1966) and interpretability, a seventeen factor solution was deemed to be appropriate. During the course of the factor analysis it was found that three questions were not clustering with the others: "What is your favorite color?", "What would you like to be when you grow up?" and "What kind of a person are you?". These three questions were dropped from the pool of questions. The factors derived from the questionnaire and the factor loadings for each variable are found in Table 5. Both the questions within each factor and the factors

themselves are rank ordered according to degree of interest in a descending hierarchial arrangement.

This stage of the study generated seventeen categories or topics of interest within which were found a number of questions that clarified the content of the category. The next stage in the study was to verify the categories of interest and find descriptors for these categories that accurately depicted the meaning the students assigned to them.

CHAPTER IV

STAGE THREE

Procedure

Stage Two of the study generated seventeen broad categories of interest. Within each of these seventeen categories was a number of questions which clarified the content of the particular category. In this stage of the study individual interviews were held with four grade seven students and four grade nine students to verify the categories and generate broad topic headings.

All eight students were drawn from one of the schools that participated in the first stage of the study. They were randomly selected from a group of volunteers by the French teacher in that school. The only stipulations made in choosing the students were that they had previously participated in Stage One of the study and that there was an equal distribution of boys and girls from each grade level, two boys and two girls. The interviews were conducted by the researcher. Responses to the questions posed during the interview were recorded by hand. A good rapport between the researcher and the individual student was essential in eliciting an open and honest response. It was felt that a taperecorder might have inhibited student responses.

To verify the content of the categories the students were given the list of questions for each category and asked if they felt that the questions belonged together. To clarify the meanings of these categories and generate a broad topic heading the students were asked

why the questions belonged together or, in the case where a student felt that the questions did not belong together, why they didn't belong together.

Results

Except for one instance, the majority of the students verified that the questions in each category did indeed belong together. The item in question was "What soap operas do you watch?". It clustered with "What is your name?" (Factor XIV). The students felt it belonged in either Factor II (Leisure Time Activities) or Factor VI (Entertainment). The factor loading for this variable was .273, .192 and .390 in Factors II, VI, and XIV respectively. Based on this information and the widespread agreement by the students that it did not belong in Factor XIV this item was moved to Factor II. The broad topics of interest generated by the students were: school, leisure time activities, relationships, Quebec culture, family life, entertainment, sports, personal information, personality, cultural comparisons, friends and hobbies, animals, parent factors, name, cars, extra-curricular activities, and travel. Table 6 gives a complete listing of the broad topic headings generated by the students and the questions contained under each heading. Both the categories and the questions within each category are arranged in descending degree of interest. Estimates of internal consistency for each factor are presented in Table 7. With the exception of four out of fifteen factors all reliabilities were over 0.72. The subtest intercorrelations are presented in Table 8.

The students were questioned further to determine if it was justifiable to have eliminated the three questions "What is your favorite color?", "What kind of person are you?" and "What would you like to be when you grow up?" from the pool of questions in Stage Two of the study. The question "What kind of person are you?" was originally dropped because it was not clustering with any of the other questions. It was felt that the question was too general to make assumptions on the meaning it held for the students and therefore could not arbitarily be placed in one of the categories nor left by itself. According to the students, this question encompassed the entire study. The students claimed the question meant much more than was apparent from the surface meaning. It refered to an individual's personality and temperament. According to the students this included many things: How do you feel about yourself?, How do others see you?, What do you like or enjoy?, and What type of a person are you?. The students felt that all the questions in the various categories generated by the study were attempting to answer this one question. The student responses pointed to "What kind of a person are you?" as the generic question for the study.

When questioned about "What would you like to be when you grow up?" the students elaborated on what the question meant to them. It not only meant what they wanted to become, but what others wanted them to become. They stressed that pre-planning was necessary and one student mentioned that good marks in school enabled individuals to pursue career goals of their choice. Another student felt that people should chose a career that they felt would be enjoyable and that usually they had experience in that area prior to making a career

choice so that they could tell whether or not they would like that line of work. The students felt that this question did not belong with any of the other categories but did answer the question "What kind of person are you?".

The students felt that the question "What is your favorite color?" didn't belong in any of the categories already established. According to the students, it was an opinion and therefore revealed little about the individual. They felt it had nothing in common with the other questions used in the survey.

After interviewing the students it became clear that the underlying question behind all of these questions was "How are you different from me?". This information is extremely valuable to the second language educator. The second language community has begun to realize that culture is much more than the artistic and historic endeavors of a society and the customs particular to that society. "It embraces all aspects of the life of man" (Seelye, 1974, p. 22). There exists a reciprocal relationship between language and culture (Omaggio, 1986). Man is his language. Communication therefore occurs in a cultural context. "How are you different from me?" is a culturally based question. Therefore, the conversation the students would engage in would have a cultural basis. This points to the fact that the students sense the interrelationship between the culture of a people and their language. Historically culture and language have been taught as separate entities. This information supports the development of a framework which integrates language and culture, a view advocated by many second language educators.

A Comparison With Past Studies

Did the findings in the present study differ from those of previous studies on student interests cited in Chapter II? Were the categories of interest generated by the present study similar to those used in previous studies? While a few general comments can be made, differences in the sample population and methodology make a one-to-one comparison impossible.

With the exception of Scagliola's (1971) study, the samples used in these studies do not coincide with the sample used in the present study. Bazemore (1979, 1984) surveyed high school students, and Zbaracki, Clark and Wolins (1985) looked at the interests of students in grades four, five and six. The studies by Smith (1980) and Jones (1981) both used a wider sampling of age groups. Jones studied students in grades five through nine and Smith looked at the interests of adolescents age eight to twenty-one years. On the other hand, Gil and Geneivive (1971) and Gil (1978) restricted their study to the writing interests of grade nine students.

The other notable difference between the present study and previous studies lies in methodology. Whereas the present study used a list of specific interests to derive a list of broad topics of interest, previous studies have restricted themselves to the analysis of general topics of interest. Therefore, some topics of interest identified in previous studies are subsumed under a broad heading in the present study. With the exception of the study by Jones (1981), these previous studies, like the present study, used a preliminary survey of the population to generate the list of topics of interest to

be studied. In Jones' study the students reacted to a list of topics preselected by Jones.

Although they also used broad topics of interest, the methodology in the studies by Gil and Geneivive (1971) and Gil (1978) was similar to the present study. In the 1971 study an open-ended questionnaire was used to generate a list of topics with which to construct a Likert scale. Gil and Geneivive found that there were several topics that were only of interest to the boys and several that were only of interest to the girls. Therefore, they constructed two Likert scales, one for the boys and one for the girls. In the 1978 study, Gil used the two scales developed in the 1971 study, but collapsed them into one general scale. The responses to these questionnaires were analyzed using a factor analysis. In both studies several hypotheses were raised as to the nature of the clusters that arose, but, unlike the present study, they did not attempt to define the various categories of interest generated by this analysis. Therefore, despite similarities in methodology, it is not possible to make a comparison of the factors that arose in these two studies and the present study. Moreover, these studies along with the study by Scagliola (1971) ranked the interests derived by the survey according to male and female interests. The present study did not make this distinction. The entire population was used to derive a general list of junior high school students' communicative interests.

It is not possible to use any of the results from the study by Zbaracki, Clark and Wolins (1985) due to the type of categories of interest derived from their study. They compared categories such as pretend play, creative-active and social awareness. This terminology

is distinctly different from the categories generated in the present study and the other studies in question; family, school, friends, etc.

'School' was the only common item of interest in all the studies. It is interesting to note that while school ranked first in the present study, it ranked quite low in most of the other studies. With the exception of Bazemore's (1979, 1984) studies, 'animals' and 'cars' were also identified as topics of interest in all the surveys. Most of the previous studies placed 'animals' somewhere in the top half of the list and the present study placed it in the bottom half. 'Travel' was also identified as a topic of interest in all but one study, the study by Jones (1981). Half of the studies included 'family life' as a topic of interest. Although 'leisure time activities' was not identified as a topic of interest as such by any of the other surveys, some of the specific topics of interest in this category were listed in most of the previous studies (i.e. music, parties, etc.). With the exception of the study by Smith (1980), the same held true for 'entertainment'. Specific topics directly or indirectly relating to 'relationships' as defined in the present study were included in all of the studies. The list of topics in Scagliola's (1971) study did include some of the aspects listed as 'Quebec culture' in the present study, but the cultural community the students refered to in her study was France. 'Sports' was found as a topic of interest in some of the studies while others identified specific components of this category. 'Personal information', 'personality', cultural comparisons', 'parent factors', 'name' and 'extra-curricular activities' were not listed in the previous studies. The category 'friends and hobbies' was only included in the study by Smith. Table 9 gives a graphic

representation of these findings. The various topic headings used by the other studies that correspond to categories identified in the present study are also given in this table.

CHAPTER V

STAGE FOUR

Procedure

The study thus far produced seventeen categories of interest defined by seventy-two questions. These categories and questions were also rank ordered according to the degree of interest of the total population. In this stage of the study, a 2 X 2 X 3 ANOVA was used to make comparisons among gender, grade and program for each factor, and overall degree of interest in the various categories. Table 10 lists the resulting Three-Way ANOVA tables.

Results

An overall comparison of the degree of interest found some significant differences. For the purpose of this study $p < .05$ was considered significant. The girls were much more interested in the topics generated by the study than the boys ($\bar{X}$=258.29 and $\bar{X}$=231.70 respectively), and the girls' degree of interest in these topics increased significantly from Grade Seven to Grade Nine, while the boys' level of interest decreased significantly. Table 12 lists the mean scores for the total questionnaire by gender and grade. Figure 1 graphs the interaction between these two variables. Significant differences were also found between gender and program. The female students not currently enrolled in a French program generated the highest degree of interest across the three programs, while the boys not currently enrolled in a French program generated the lowest degree

of interest. The girls' degree of interest decreased between the Six Year program and the Nine Year program, while the boys' degree of interest remained constant. The mean scores for the total questionnaire are listed in Table 13 and Figure 2 graphs this relationship. The program refered to as 'No French' in the table and graph refers to the program where students are not currently enrolled in a French program, but may have had some previous exposure to a second language learning situation.

Although the girls' level of interest in the various topics was generally higher, the boys showed more interest in sports than the girls, and there were several categories where there was no significant difference: relationships, entertainment, parent factors, name and cars. Some significant differences were apparent between grade levels. The Grade Seven students were more interested in relationships and animals than were the Grade Nine students, while the Grade Nine students were more interested in cars than were the Grade Seven Seven students. Another significant difference that arose was in family life. Whereas there was little difference between the students in the two French programs, there was a decrease in interest shown by the students not enrolled in a French program (Table 11).

A comparison by sex and grade produced significant differences in four areas: relationships, Quebec culture, animals, and extra-curricular activities. Whereas the girls' level of interest in relationships remained relatively constant between Grade Seven and Grade Nine ($\bar{X}$=23.00 and $\bar{X}$=23.10), the boys' interest decreased. The boys in Grade Seven were more interested in relationships than the girls. The reverse was true for the Grade Nine population (Table 14;

Figure 3). The level of interest in Quebec culture, animals and extra-curricular activities followed a similar trend. The girls' interest in these areas showed an increase between Grade Seven and Nine, while the boys' interest decreased. However, it should also be noted that the mean values between the Grade Seven girls and the Grade Nine girls with respect to animals differed only by .15. The girls' level of interest in these three categories was consistently higher than that of the boys' (Tables 15, 16, and 17; Figures 4, 5 and 6).

Significant differences were also found in comparing the categories by gender and program. The level of interest in animals and schools was consistently higher for the girls in all three programs. The girls not currently enrolled in a French program showed the highest level of interest in animals, followed by the group enrolled in the Nine Year program and the girls enrolled in the Six Year program. The girls in the Nine Year program also showed more interest in school than the girls enrolled in the Six Year program. However, there was very little difference between the interest level of the girls in the Nine Year program and those not currently enrolled in a French program ($\bar{X}$=33.13 and $\bar{X}$=33.14 respectively). The boys enrolled in the Nine Year program showed the highest level of interest in animals. There was very little difference between the interest levels of the boys enrolled in the Six Year program and those not enrolled in a French program. The boys' interest in school was highest in the Six Year program followed by the Nine Year program. Boys in the program that did not include French language study showed the least interest (Tables 18 and 19; Figures 7 and 8). The boys in the Six Year program were more interested in extra-curricular

activities than the girls. However, the girls in the Nine Year program and those not currently enrolled in French were more interested in extra-curricular activities than the boys in these groups. The boys in the Nine Year program were less interested in this area than the boys in the Six Year program, and the interest level of the boys was still lower in the program that did not include French. The group of girls enrolled in the Nine Year program were more interested in extra-curricular activities than the girls in the program where French language study was not included. The girls in the Six Year Program were less interested in this topic than the girls not currently enrolled in a French program (Table 20; Figure 9). The girls' interest in cars was higher than the boys' in the Six Year program. However, the girls' interest level was lower in the Nine Year program, while the boys' interest was higher. The reverse was true for those students not currently enrolled in a French program and the girls not currently enrolled in French showed the highest level of interest (Table 21; Figure 10).

There were only two categories that showed a significant difference when grade and program were compared: personal information and cars. The Grade Nine students in the Six Year program were the most interested in personal information. The Grade Nine students' interest was lower in the Nine Year program and only slightly higher than that of Grade Nine students in the program which does not include French language study. The Grade Nine interest level was below that of the Grade Seven students in these two programs. The Grade Seven interest level was higher in the Nine Year program than the Six Year program, but was lower than the program that does not include French

(Table 22; Figure 11). The difference between the interest levels of the Grade Sevens and Grade Nines enrolled in the Nine Year program was negligible with respect to cars. The Grade Nine Six Year program was slightly higher than the Grade Nine Nine Year program, and the interest level of the Grade Nine students not currently enrolled in French was much higher. The reverse was true for the Grade Seven population (Table 23; Figure 12).

The analysis produced only one three-way interaction. Significant difference was found in a comparison by sex by grade and by program for extra-curricular activities. Both the Six Year and the Nine Year program showed a similar trend. The Grade Seven boys in these two programs were more interested in extra-curricular activities than the Grade Seven girls. However, this reversed itself in Grade Nine. In the Six Year program the Grade Nine boys' and girls' interest levels were very close ($\bar{X}$=5.92 and $\bar{X}$=6.15 respectively) while the Grade Seven boys' and girls' interest levels were more widely separated. In the Nine Year program the opposite was the case. The mean values for the interest levels for the Grade Nine boys and girls were 4.56 and 7.30 respectively, whereas the mean values for the Grade Seven boys and girls were 6.07 and 5.47. The level of interest for the girls not currently enrolled in a French program was consistantly higher than the boys'. There was a slight decrease the girls' interest between Grade Seven and Grade Nine, but hardly any difference between the Grade Seven boys not currently enrolled in a French program and the Grade Nine boys in this program (Table 24; Figure 13).

There were three categories where the various comparisons yielded no significant difference: entertainment, parent factors and name.

Table 25 summarizes these results. The student group with the highest degree of interest in those categories which showed significant difference is presented.

A Comparison With Past Studies

How did the findings in the present study compare with those of the previous studies on student interests cited in Chapter II? As previously discussed in Chapter IV, it is not possible to make a one-to-one comparison with previous studies owing to differences in the sample population and methodology employed in each of these studies. However, there are several interesting similarities and differences between the findings of the present study and those of previous studies.

As in Chapter IV, it is not possible to use the results from the study by Zbaracki, Clark and Wolins (1985) in comparing student levels of interest due to differences between the categories they used and those used by both the present and previous studies. It is also not possible to use the results from both of the studies conducted by Bazemore (1979, 1984). The comparison that Bazemore made was between the interests of the general student population and the interests of their teachers. This type of comparison was not included in the present study. Although Gil and Geneivive (1971) compared the interests of the Grade Nine boys and girls, in his replication of the study in 1978, Gil did not make this comparison. The purpose of the 1978 study was to compare the differences in responses between the

1971 study and the 1978 study. Therefore, only the 1971 study can be included in the comparisons made in this section.

The present study compared the interests of the boys to those of the girls. This comparison was also made in the studies by Scagliola (1971), Smith (1980) and Jones (1981). However, only Scagliola used junior high school students as the sample in the study. Both Smith and Jones used a wider sampling of age groups. Nevertheless, some interesting similarities and differences in findings between the present study and these three studies exist. It is important to note that the comparisons made between the present study and the study conducted by Scagliola are not based solely on Scagliola's discussion of the results of her study. A cross-comparison of the rank ordered interests of the boys and girls was accomplished by dividing the rank ordered lists into thirds.

The present study found five categories that showed no significant difference between gender: relationships, entertainment, parent factors, name and cars. 'Relationships' was also identified as being of equal interest to both boys and girls in the study by Jones (1981). It is important to note, however, that the present study used the category heading 'relationships' and Jones' study refered to 'opposite sex' and 'love'. Scagliola (1971), on the other hand, used two topic headings which can be seen as the equivalent to 'relationships': dating, and boys and girls. The results of her study indicate that a greater percentage of the girls was interested in 'boys and girls' than were the boys and a much greater percentage was interested in dating. The study by Jones did not list 'entertainment' as a topic of interest, but did include 'TV' and 'movies', two topics

subsumed under the present study's 'entertainment' category. Both the boys and girls in Jones' study were equally interested in 'TV' and 'movies'. Whereas the present study found no significant difference between the boys' and girls' interest in 'cars', both of the studies by Jones and Scagliola found that the boys were more interested in cars than the girls.

The present study identified 'school', 'leisure time activities', 'Quebec culture', 'animals' and 'travel' of more interest to girls than boys. Jones' study (1981) found that the girls were more interested in 'school' and 'animals' than the boys. Scagliola's study (1971) found no significant difference. 'Travel' were identified as a topic of equal interest to girls and boys in Scagliola's study. However, this topic was not included as a topic of interest in Jones' study. The study by Scagliola also found that the girls were more interested in culture than the boys, but her study dealt with France rather than Quebec. Neither Scagliola's study nor Jones' study listed 'leisure time activities' as a specific category heading. However, both of these studies refered to 'music' and Scagliola's study also refered to 'parties'. 'Music' and 'parties' are subsumed under the present study's heading 'entertainment'. Jones and Scagliola both found that the girls were more interested in 'music' than the boys. 'Parties' in Scagliola's study was identified as being of greater interest to girls than boys. The present study found that the boys were more interested than the girls in 'sports'. Jones and Scagliola report the same findings.

While the present study and those of Jones (1981) and Scagliola (1971) support the conclusion that there are differences between the

interests of boys and girls, Smith (1980) makes the opposite statement. According to Smith, "in an age of increasing liberalization of sex roles and with the recognition that fewer sex differences are evidenced with increasing age, it was not surprising that sex differences between M/F Concerns and between M/F Informational interests were insignificant" (p. 481).

Scagliola's (1971) study also compared the interests of the boys and girls in Grade Seven. She found that both the Grade Seven girls and the Grade Seven boys were equally interested in 'animals' and 'travel'. The present study found that while both the Grade Seven girls and Grade Seven boys were equally interested in 'travel', the Grade Seven girls were more interested than the Grade Seven boys in 'animals'. Her results also indicate that the boys were less interested in dating, 'relationships', than the girls, whereas the present study found the opposite case. There was no significant difference in interest in 'sports' and 'cars' between the Grade Seven boys and the Grade Seven girls in the present study. In the study by Scagliola over fifty percent of the Grade Seven boys expressed interest in thirty-nine topics, fifteen of which were sports, whereas only five of the thirty-five topics identified by at least fifty percent of the Grade Seven girls were sports related. Scagliola's results indicate a much higher level of interest in 'sports' for the boys than the girls. Her findings also show a higher level of interest in 'cars' for the boys than the girls. Two other areas of interest were found to be of greater interest to the girls than the boys in Scagliola's study while there was no significant difference in the present study: 'leisure time activities' and 'family life'. Both

studies indicate that the girls' level of interest in culture was higher than the boys'. However, as was discussed in Chapter IV, the culture referred to in Scagliola's study was France.

The present study compared the interests of the Grade Nine boys with those of the Grade Nine girls. The studies by Gil and Geneivive (1971) and Scagliola (1971) also made this comparison. Gil and Geneivive limited their study to the writing interests of Grade Nine students. Scagliola looked at the interests of Grade Seven, Eight and Nine students and made comparisons within as well as between each grade. The present study found that there was no significant difference in the Grade Nine boys' and girls' level of interest in 'sports' and 'cars'. However, Scagliola found that the Grade Nine boys were definitely more interested than the girls in 'cars', but only slightly more interested in 'sports'. Fourteen of the thirty-four topics of interest chosen by over fifty percent of the male population were sports related, and out of the thirty-five topics identified as interesting by over fifty percent of the female population ten were sports related. Gil and Geneivive, on the other hand, found a significant difference between the boys' and girls' interest in 'sports'. The boys' level of interest was higher than the girls'. No comparison between the interest of the boys and girls in 'cars' was made in the study by Gil and Geneivive because while the list of topics of interest rated by the boys contained the heading 'cars', it was not contained in the girls' list of topics. They also found that the Grade Nine girls were more interested in 'love' and 'sex'. This was also the case in the present study. However, while Gil and Geneivive referred to 'love' and 'sex', the present study

referred to 'relationships'. Scagliola's study also found that the Grade Nine girls were more interested in 'relationships' than the Grade Nine boys, but the topic used in her study was 'boys and girls'. Another discrepancy between the three studies arose with respect to 'animals'. The present study found the Grade Nine girls were more interested in this topic than the boys whereas the other two studies listed them as mutual interests. The girls showed more interest than the boys in Quebec culture in the present study. In Scagliola's study the girls also showed more interest in culture, but it was the culture of France that was referred to in this study. The present study and Scagliola's study found no significant difference in 'school'. Gil and Geneivive found that the girls' interest level was only slightly higher than that of the boys. Scagliola found that the Grade Nine girls were more interested in 'family life' while the present study found no significant difference. This topic of interest was not included in the study by Gil and Geneivive. Neither the study by Scagliola nor the study by Gil and Geneivive listed 'leisure time activities' as a topic of interest. However, both studies referred to items subsumed under this heading in the present study. Scagliola used 'music' while Gil and Geneivive referred to 'pop music'. These topics were of greater interest to the girls in both of these studies while the present study found no significant difference.

Table 26 summarizes these comparisons.

CHAPTER VI

SUMMARY AND DISCUSSION

Summary of the Investigation

The intent of this study was to investigate student interests at the junior high school level in order to develop a list of topics of conversational interest that could be used in developing communicative activities for the French classroom. In the first stage of the study, one hundred and thirty-six Grade Seven and Grade Nine students from three junior high schools completed an open-ended questionnaire. It asked them to list questions they would like to ask a native speaker of French from Quebec of the same age and of the same or different sex. Seventy-five high frequency questions generated from the open-ended questionnaire were used to develop a second questionnaire. This second questionnaire was administered to one hundred and sixty-five Grade Seven and Grade Nine students from three other junior high schools. These students were asked to rate the seventy-five questions using a five point Likert scale as to whether or not they would be interested in asking a native speaker of French from Quebec that particular question.

A principle factor component analysis followed by Kaiser's varimax rotation was conducted. On the basis of Carrell's Scree Test (1966) and interpretability, a seventeen factor solution was deemed to be appropriate. During the factor analysis, it was found that three questions were not clustering with the others and were dropped from the pool of questions. Interviews were then held with four Grade Seven students and four Grade Nine students to verify the factors and

generate broad topic headings for each factor. A Three-Way ANOVA was used to make comparisons among gender, grade and program for each factor, and the overall degree of interest in the various categories.

The Findings

This study identified seventeen broad categories of junior high school student interests defined by seventy-two questions. An overall comparison of the degree of interest in the topics generated found some significant differences. The girls' level of interest in these topics was higher than the boys' and, while the girls' interest increased significantly from Grade Seven to Grade Nine, the boys' interest decreased. The female students not currently enrolled in a French program generated the highest level of interest across the three programs, while the boys not currently enrolled in a French program generated the lowest level of interest. Significant differences between gender, grade and program in specific topics of interest were also found. There were several two-way interactions and one three-way interaction. Specific results for these interactions can be found in Chapter V. The findings from the present study would support previous research results that indicate a difference between female interests and male interests. The present findings also indicate that there are differences in interests among grade levels as well between programs.

Implications of the Findings

Interest is an important factor in motivation. Whether it be in the French, language arts or social studies classroom, student interests should be taken into consideration if we are to provide our students with a motivating and meaningful experience. This study has provided not only broad topics that junior high school students are interested in, but specific subtopics in each of the categories. This information is summarized in Table 6. This table could be used as a reference for French as a second language educators in choosing topics around which to center communicative activities in the second language classroom. The use of these topics should provide students with the opportunity to engage in conversation that is interesting and meaningful. If interest influences motivation, as has been previously suggested, then these classroom experiences should stimulate further learning.

In the first stage of this study the students generated two hundred and thirty-one questions that they would be interested in asking a French speaking person from Quebec who was their own age and the same and the opposite sex. However, since the second questionnaire had to be administered within one class period and the attention span of the students needed to be taken into account, only seventy-five of these questions were used to construct the questionnaire for the second part of the study. Table 27 lists additional questions generated by the students in Stage One of the study that were not used in constructing the second questionnaire owing to these constraints, but which were also high frequency

interest items. These questions have been subjectively placed in one of the categories that were established in Stage Two of the present study. This list should be used to supplement Table 6.

This research should not be looked upon as an end in itself, but as a contribution to a very important area of educational research in the quest to make learning an active and fulfilling experience.

Suggestions for Further Research

Suggestions for further research are listed below.

1. The original intent of the present study was to compare the interests of students enrolled in a French program to those students who did not have any second language learning experience. The present study should be replicated to include a group of students who have had no contact with a second language in order to obtain a cross-comparison with the interests of those students who have had exposure to a second language learning situation. Such a comparison should provide insight into the characteristics of students attracted to a second language program.
2. The present study found some differences in interest between students enrolled in the Six-Year French program, the Nine-Year French program and those not currently enrolled in French. Further research should be conducted that explains the difference in student interests among different French programs.
3. The students who participated in this study were from a large urban center in Alberta. A more global picture of junior high school student interests might be disclosed if research were undertaken

which included students from the various parts of the country and from various types of community.

4. In the present study junior high school students were surveyed. An investigation which also included both elementary and senior high school students could reveal existing developmental patterns not discerned by this study.
5. Communicative language teaching centers around the needs and interests of both the group and the individual student. Second language teachers have intuitively prepared programs to meet these needs and interests. Research which compared teachers' perceptions of student interests to the actual interests expressed by their students would reveal whether teachers' perceptions are reflective of students' expressed interests.
6. The present study dealt solely with French as a Second Language programs. An investigation which compared the interests of students in various second language programs might provide valuable information.
7. The findings from this study should be used to develop an interest inventory that could be used by classroom teachers to identify the specific interests of their students thereby enhancing the development of programs and materials on a more individual basis.
8. The present study limited investigation to seventy-five questions of interest. Duplication of the study and its expansion to include more questions could provide second language educators with additional topics of interest.
9. The interviews that were conducted with the students revealed that the two questions which were dropped from the factorial analysis,

"What kind of person are you?" and "What would you like to be when you grow up?", held deep personal meaning for the students. Further investigation of these two questions might disclose important aspects of the life world of junior high school students.

Table 1

Student Distribution According to Sex and Program in Stage One of the Study

	Program						
Gender	7-6[a]	9-6[b]	7-9[c]	9-9[d]	7[e]	9[f]	Total
Male	16	8	12	7	6	3	52
Female	22	20	11	19	1	11	84
Total	38	28	23	26	7	14	136

Note. [a]Indicates Grade 7 six year program. [b]Indicates Grade 9 six year program. [c]Indicates Grade 7 nine year program. [d]Indicates Grade 9 nine year program. [e]Indicates Grade 7 not currently studying French. [f]Indicates Grade 9 not currently studying French.

Table 2

Categories of Interest Used in Stage One of the Study

Family: Facts	Personal Information
Family: Relationships	Personal Qualities
Fashions	Preferences
Friends: Attitudes	Quebec: Attitude
Friends: Facts	Quebec: Culture
Hobbies	Quebec: Description and Travel
Home and Living	Quebec: Food
Interests/Activities	School: Attitude
Jobs	School: Information
Lessons	Sports: Activities
Likes and Dislikes	Sports: Likes
Movies	Television
Music: Information	Travel
Music: Personal Activities	Vehicles
Music: Preferences	

Note. The categories are listed in alphabetical order.

Table 3

Seventy-five High Frequency Questions Generated in Stage One of the Study

Family: Facts

How many brothers and sisters do you have?
Do you have any parts?
What do your parents do for a living?

Family: Relationships

What is your family like?
What are your brothers and sisters like?
What are your parents lie?

Fashions

What kind of clothes do you like?
What kind of clothing is in style?

Friends: Attitudes

What are your friends like?
Are you interested in boys/girls?
What do you like in boys/girls?
What is your boyfriend/girlfriend like?
What is (are) your best friend(s) like?

Friends: Facts

Do you have a boyfriend/girlfriend?
Do you have lots of friends at school?

Hobbies

What are your hobbies?

Home and Living

What is your home like?
What is your bedroom like?
Have you ever moved?

Interests/Activities

What do you do in your spare time?
What do you like to read?
Do you like parties?

Lessons

Do you take lessons in anything outside of school?

Likes and Dislikes

What are your likes and dislikes?
What do you like to talk about?

Movies

What kind of movies do you like or dislike?
What is your favorite movie?

Music: Information

Who are the popular musicians in Quebec?

Music: Personal Activities

Do you play any musical instruments?

Music: Preferences

What kind of music do you like?
Who is your favorite singer or group?
What is your favorite song?

Personal Information

What is your name?
Where do you live?
How old are you?
Where were you born?
What would you like to be when you grow up?
When is your birthday?
What is your phone number?

Personal Qualities

What kind of person are you?
What hopes and dreams do you have?
What problems do you have?

Preferences

What kinds of food do you like?
What kinds of animals do you like?
What is your favorite color?
What is your favorite drink?

Quebec

What is it like to live in Quebec?

Quebec: Culture

What holidays do you celebrate in Quebec?
Do a lot of people speak English in Quebec?

Table 3

Seventy-five High Frequency Questions Generated in Stage One of the Study (Continued)

Quebec: Description and Travel

How is Quebec different from here?
Do you have a major shopping mall like West Edmonton Mall?

Quebec: Food

What kind of foods do they eat in Quebec?
What are the good restaurants?

School: Attitude

Do you like school?
What are your favorite subjects?
What are your teachers like?
What do you like and dislike about school?

School: Information

What school do you go to?
What are your marks like?
What grade are you in?
What is your school like?
What subjects do you take?
What is your best subject?

Sports: Activities

What kind of sports do you play?

Sports: Likes

What kind of sports do you like?
What is your favorite sport?
Who is your favorite sports personality?

Television

What is your favorite TV show?
Who is your favorite actor/actress?
What TV programs do you watch?
What soap operas do you watch?

Travel

Where have you travelled?
What would you like to know about Edmonton?

Vehicles

What is your favorite car?
Do you have your learner's permit?

Table 4

Student Distribution According to Sex and Program in Stage Two of the Study

	Program						
Gender	7-6[a]	9-6[b]	7-9[c]	9-9[d]	7[e]	9[f]	Total
Male	6	12	15	16	12	13	74
Female	18	13	15	23	8	14	91
Total	24	15	30	39	20	27	165

Note. [a]Indicates Grade 7 six year program. [b]Indicates Grade 9 six year program. [c]Indicates Grade 7 nine year program. [d]Indicates Grade 9 nine year program. [e]Indicates Grade 7 not currently studying French. [f]Indicates Grade 9 not currently studying French.

Table 5

Orthogonal Factors Derived From the Interest Ratings of the Total Population

I	II	III
What are your favorite subjects? .769	Who is your favorite singer or group? .794	What is your boyfriend/girlfriend like? .804
What is your best subject? .722	What kind of music do you like? .793	Are you interested in boys/girls? .718
What subjects do you take? .652	What is your favorite song? .711	Do you have a boyfriend/ girlfriend? .690
What do you like and dislike about school? .627	Do you like parties? .606	What do you like in boys/girls? .637
What do you do in your spare time? .583	What is your favorite drink? .417	What kind of clothing is in style? .407
Do you like school? .580	Do you have a major shopping mall like West Edmonton Mall? .357	What kind of clothes do you like? .370
What do you like to read? read? .426		
What is your school like? .315		
What are your teachers like? .386		

IV	V	VI
What kind of foods do they eat in Quebec? .736	What is your family like? .759	What TV programs do you watch? .657
What holidays do you celebrate in Quebec? .653	What are your parents like? .751	What kinds of foods do you like? .636
Who are the popular musicians in Quebec? .570	What is your home like? .628	What is your favorite TV show? .570
Have you ever moved? .539	What are your brothers and sisters like? .478	Who is your favorite actor/actress? .477
What are the good restaurants? .499		What is your favorite movie? .441
		What kind of movies do you like or dislike? .439

VII	VIII	IX
What kind of sports do you like? .856	How old are you? .701	What problems do you have? .755
What kind of sports do you play? .807	What school do you go to? .496	What hopes and dreams do you have? .582
What is your favorite sport? .752	What grade are you in? .479	What are your likes and dislikes? .535
Who is your favorite sports personality? .690	Where do you live? .479	What do you like to talk about? .499
	When is your birthday? .477	What is your bedroom like? .430
	What is your phone number? .463	What are your marks like? .399
	How many brothers and sisters do you have? .448	
	Where were you born? .377	

Table 5

Orthogonal Factors Derived From the Interest Ratings of the Total Population (Continued)

X	XI	XII
How is Quebec different from here? .717 What is it like to live in Quebec? .695 Do a lot of people speak English in Quebec? .565 What would you like to know about Edmonton? .467	What are your friends like? .688 Do you have lots of friends at school? .617 What is your best friend like? .605 What are your hobbies? -.414	Do you have any pets? .752 What kinds of animals do you like? .676
XIII	**XIV**	**XV**
What do your parents do for a living? .716	What is your name? -.621 What soap operas do you watch? .390	Do you have a learner's permit? .670 What is your favorite car? .523
XVI	**XVII**	
Do you play any musical instruments? .776 Do you take lessons in anything outside of school? .413	Where have you travelled? .737	

Table 6

Student Interest Inventory

#1 School

What are your favorite subjects?
What is your best subject?
What subjects do you take?
What do you like and dislike about school?
What do you do in your spare time?
Do you like school?
What do you like to read?
What is your school like?
What are your teachers like?

#2 Leisure Time Activities

Who is your favorite singer or group?
What kind of music do you like?
What is your favorite song?
Do you like parties?
What is your favorite drink?
Do you have a major shopping mall like West Edmonton Mall?
What soap operas do you watch?

#3 Relationships

What is your boyfriend/girlfriend like?
Are you interested in boys/girls?
Do you have a boyfriend/girlfriend?
What do you like in boys/girls?
What kind of clothing is in style?
What kind of clothes do you like?

#4 Quebec Culture

What kind of foods do they eat in Quebec?
What holidays do you celebrate in Quebec?
Who are the popular musicians in Quebec?
Have you ever moved?
What are the good restaurants?

#5 Family Life

What is your family like?
What are your parents like?
What is your home like?
What are your brothers and sisters like?

#6 Entertainment

What TV programs do you watch?
What kinds of foods do you like?
What is your favorite TV show?
Who is your favorite actor/actress?
What is your favorite movie?
What kind of movies do you like or dislike?

#7 Sports

What kind of sports do you like?
What kind of sports do you play?
What is your favorite sport?
Who is your favorite sports personality?

#8 Personal Information

How old are you?
What school do you go to?
What grade are you in?
Where do you live?
When is your birthday?
What is your phone number?
How many brothers and sisters do you have?
Where were you born?

#9 Personality

What problems do you have?
What hopes and dreams do you have?
What are your likes and dislikes?
What do you like to talk about?
What is your bedroom like?
What are your marks like?

#10 Cultural Comparisons

How is Quebec different from here?
What is it like to live in Quebec?
Do a lot of people speak English in Quebec?
What would you like to know about Edmonton?

#11 Friends and Hobbies

What are your friends like?
Do you have lots of friends at school?
What is your best friend like?
What are your hobbies?

#12 Animals

Do you have any pets?
What kinds of animals do you like?

#13 Parent Factors

What do your parents do for a living?

#14 Name

What is your name?

#15 Cars

Do you have a learner's permit?
What is your favorite car?

#16 Extra Curricular Activities

Do you play any musical instruments?
Do you take lessons in anything outside of school?

#17 Travel

Where have you travelled?

Table 7

Hoyt's Estimate of Reliability For Each Orthogonal Factor and Total Study

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FACTOR 1

Number of items = 9
Mean = 30.65
Standard Deviation = 7.18
Hoyt Estimate of Reliability = 0.83

FACTOR 2

Number of items = 7
Mean = 25.11
Standard Deviation = 5.64
Hoyt Estimate of Reliability = 0.77

FACTOR 3

Number of items = 6
Mean = 22.39
Standard Deviation = 5.43
Hoyt Estimate of Reliability = 0.79

FACTOR 4

Number of items = 5
Mean = 15.04
Standard Deviation = 4.91
Hoyt Estimate of Reliability = 0.74

FACTOR 5

Number of items = 4
Mean = 12.18
Standard Deviation = 3.96
Hoyt Estimate of Reliability = 0.77

FACTOR 6

Number of items = 6
Mean = 20.37
Standard Deviation = 5.14
Hoyt Estimate of Reliability = 0.79

FACTOR 7

Number of items = 4
Mean = 13.40
Standard Deviation = 3.85
Hoyt Estimate of Reliability = 0.81

FACTOR 8

Number of items = 8
Mean = 31.53
Standard Deviation = 5.36
Hoyt Estimate of Reliability = 0.72

FACTOR 9

Number of items = 6
Mean = 17.44
Standard Deviation = 4.80
Hoyt Estimate of Reliability = 0.68

FACTOR 10

Number of items = 4
Mean = 15.22
Standard Deviation = 3.91
Hoyt Estimate of Reliability = 0.77

FACTOR 11

Number of items = 4
Mean = 13.10
Standard Deviation = 3.10
Hoyt Estimate of Reliability = 0.54

FACTOR 12

Number of items = 2
Mean = 6.55
Standard Deviation = 2.25
Hoyt Estimate of Reliability = 0.74

Table 7

Hoyt's Estimate of Reliability For Each Orthogonal Factor and Total Study (Continued)

FACTOR 13

Number of items = 1
Mean = 3.13
Standard Deviation = 1.28
Hoyt Estimate of Reliability = N/A

FACTOR 14

Number of items = 1
Mean = 4.76
Standard Deviation = 0.82
Hoyt Estimate of Reliability = N/A

FACTOR 15

Number of items = 2
Mean = 5.78
Standard Deviation = 2.17
Hoyt Estimate of Reliability = 0.50

FACTOR 16

Number of items = 2
Mean = 5.74
Standard Deviation = 2.05
Hoyt Estimate of Reliability = 0.49

FACTOR 17

Number of items = 1
Mean = 3.97
Standard Deviation = 1.07
Hoyt Estimate of Reliability = N/A

FACTOR 18 - TOTAL

Number of items = 72
Mean = 246.36
Standard Deviation = 33.67
Hoyt Estimate of Reliability = 0.91

Table 8

Subtest Intercorrelations for the Seventeen Factors Generated in Stage Two of the Study

Variable	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
1	100																
2	22	100															
3	4	53	100														
4	52	28	8	100													
5	30	3	14	28	100												
6	22	59	25	25	3	100											
7	16	18	1	22	2	28	100										
8	46	17	18	36	20	5	-3	100									
9	44	28	27	33	34	25	2	31	100								
10	48	-7	-6	46	48	-2	6	33	29	100							
11	51	28	28	40	49	24	16	20	45	34	100						
12	40	32	16	26	20	27	1	35	38	13	27	100					
13	17	3	10	15	24	11	-4	5	14	15	19	6	100				
14	10	4	16	4	11	5	4	38	3	8	4	9	-1	100			
15	-1	41	31	11	-10	38	22	-6	5	-15	4	9	-3	0	100		
16	40	23	12	39	21	26	6	24	22	31	30	34	13	8	5	100	
17	22	17	4	26	4	22	19	16	18	18	19	19	5	-6	10	16	100
Total	72	61	46	67	47	55	30	55	63	48	65	52	23	20	26	50	33

Note. Correlation multiplied by 100 for clarity.

Table 9

Comparison of Topics of Interest Generated by the Present Study and Those Used by Previous Studies

	Previous Studies						
Topic	Gil & Geneivive	Scagliola	Gil	Bazemore '79	Smith	Jones	Bazemore '84
School	-School -Teachers	X	-School -Teachers	X	-School -Teachers -Grades	-School -Teachers	X
Leisure Time Activities	-Pop Music	-Music -Parties	-Pop Music	-Entertainment (concerts, parties)		-Music	
Relationships	-Boys/Girls -Love -Sex	-Dating -Boys & Girls	-Boys/Girls -Love -Sex	-Interaction With People (i.e. Desire to improve relationships)	-Social Life -Dating -Being Loved/ Feeling Secure -Sex	-Love -Opposite Sex	-Interaction With People (i.e. Dating)
Quebec Culture		-France					
Family Life		X		X	X		X
Entertainment	-Movies		-Movies		X	-Movies -TV	-Entertainment (i.e. Movies, TV)

Table 9

Comparison of Topics of Interest Generated by the Present Study and Those Used by Previous Studies (Continued)

	Previous Studies						
Topic	Gil & Geneivive	Scagliola	Gil	Bazemore '79	Smith	Jones	Bazemore '84
Sports	X	-Football -Swimming -Volleyball -etc.	X		X	X	-Entertainment (Active, Sports related)
Personal Information							
Personality							
Cultural Comparisons							
Friends & Hobbies					-Relations With Friends -Hobbies		
Animals	X	X	X		X	X	
Parent Factors							

Table 9

Comparison of Topics of Interest Generated by the Present Study and Those Used by Previous Studies (Continued)

	Previous Studies						
Topic	Gil & Geneivive	Scagliola	Gil	Bazemore '79	Smith	Jones	Bazemore '84
Name							
Cars	X	X	X		X	X	
Extra-Curricular Activities							
Travel	X	X	X	X	X		X

Note. X denotes the use of the same topic heading as given. Where specific topic headings were not used, the equivalent is given as used in that study.

Table 10

Analysis of Variance For Sex, Grade and Program

Source of Variation	df	MS	F
School			
Sex (S)	1	878.280	20.082*
Grade (G)	1	13.576	0.310
Program (P)	2	55.373	1.266
S x G	1	35.945	0.822
S x P	2	135.929	3.108*
G x P	2	48.621	1.112
S x G x P	2	98.696	2.257
Residual	153	43.734	
Total	164		
Leisure Time Activities			
Sex (S)	1	220.643	7.348*
Grade (G)	1	37.831	1.260
Program (P)	2	23.518	0.783
S x G	1	92.576	3.083
S x P	2	64.461	2.147
G x P	2	1.356	0.045
S x G x P	2	47.088	1.568
Residual	153	30.028	
Total	164		
Relationships			
Sex (S)	1	87.123	3.141
Grade (G)	1	131.549	4.742*
Program (P)	2	5.049	0.182
S x G	1	160.693	5.793*
S x P	2	30.250	1.090
G x P	2	54.484	1.964
S x G x P	2	12.035	0.434
Residual	153	27.739	
Total	164		
Quebec Culture			
Sex (S)	1	221.005	10.019*
Grade (G)	1	11.457	0.519
Program (P)	2	42.577	1.930
S x G	1	98.495	1.465*
S x P	2	40.942	1.856
G x P	2	7.757	0.352
S x G x P	2	6.420	0.291
Residual	153	22.059	
Total	164		
Family Life			
Sex (S)	1	103.769	7.140*
Grade (G)	1	0.000	0.000
Program (P)	2	50.075	3.445*
S x G	1	43.170	2.970
S x P	2	4.951	0.341
G x P	2	22.155	1.524
S x G x P	2	5.058	0.348
Residual	153	14.534	
Total	164		

Table 10

Analysis of Variance For Sex, Grade and Program (Continued)

Source of Variation	df	MS	F
Entertainment			
Sex (S)	1	54.605	2.084
Grade (G)	1	6.850	0.261
Program (P)	2	36.637	1.398
S x G	1	10.410	0.397
S x P	2	50.276	1.919
G x P	2	10.549	0.403
S x G x P	2	26.679	1.018
Residual	153	26.204	
Total	164		
Sports			
Sex (S)	1	132.195	9.437*
Grade (G)	1	46.527	3.321
Program (P)	2	4.733	0.338
S x G	1	0.942	0.067
S x P	2	37.944	2.709
G x P	2	5.045	0.360
S x G x P	2	1.869	0.133
Residual	153	14.009	
Total	164		
Personal Information			
Sex (S)	1	692.706	29.248*
Grade (G)	1	32.736	1.382
Program (P)	2	20.953	0.885
S x G	1	0.009	0.000
S x P	2	8.582	0.362
G x P	2	113.700	4.801*
S x G x P	2	6.067	0.256
Residual	153	23.684	
Total	164		
Personality			
Sex (S)	1	575.316	29.457*
Grade (G)	1	1.593	0.082
Program (P)	2	15.889	0.814
S x G	1	24.576	1.258
S x P	2	41.100	2.104
G x P	2	3.649	0.187
S x G x P	2	11.892	0.609
Residual	153	19.530	
Total	164		
Cultural Comparisons			
Sex (S)	1	158.671	11.519*
Grade (G)	1	27.232	1.977
Program (P)	2	4.911	0.357
S x G	1	6.016	0.437
S x P	2	35.216	2.557
G x P	2	22.920	1.664
S x G x P	2	27.512	1.997
Residual	153	13.775	
Total	164		

Table 10

Analysis of Variance For Sex, Grade and Program (Continued)

Source of Variation	df	MS	F
Friends and Hobbies			
Sex (S)	1	47.906	5.146*
Grade (G)	1	1.077	0.116
Program (P)	2	24.468	2.628
S x G	1	11.647	1.251
S x P	2	6.647	0.714
G x P	2	2.025	0.217
S x G x P	2	3.966	0.426
Residual	153	9.309	
Total	164		
Animals			
Sex (S)	1	105.529	25.670*
Grade (G)	1	21.964	5.343*
Program (P)	2	5.028	1.223
S x G	1	26.820	6.524*
S x P	2	15.367	3.738*
G x P	2	2.522	0.614
S x G x P	2	2.493	0.606
Residual	153	4.111	
Total	164		
Parent Factors			
Sex (S)	1	1.399	0.828
Grade (G)	1	0.823	0.487
Program (P)	2	1.937	1.146
S x G	1	0.015	0.009
S x P	2	0.091	0.054
G x P	2	0.587	0.347
S x G x P	2	0.132	0.078
Residual	153	1.690	
Total	164		
Name			
Sex (S)	1	0.015	0.024
Grade (G)	1	0.151	0.233
Program (P)	2	0.566	0.874
S x G	1	1.756	2.708
S x P	2	1.762	2.717
G x P	2	1.622	2.501
S x G x P	2	1.089	1.679
Residual	153	0.648	
Total	164		
Cars			
Sex (S)	1	1.125	0.281
Grade (G)	1	48.009	11.994*
Program (P)	2	9.440	2.358
S x G	1	7.567	1.890
S x P	2	17.672	4.415*
G x P	2	20.638	5.156*
S x G x P	2	2.091	0.522
Residual	153	4.003	
Total	164		

Table 10

Analysis of Variance For Sex, Grade and Program (Continued)

Source of Variation	df	MS	F
Extra-Curricular Activities			
Sex (S)	1	49.500	14.288*
Grade (G)	1	4.185	1.208
Program (P)	2	5.603	1.617
S x G	1	27.914	8.057*
S x P	2	19.108	5.515*
G x P	2	0.481	0.139
S x G x P	2	11.501	3.320*
Residual	153	3.465	
Total	164		
Travel			
Sex (S)	1	7.475	6.896*
Grade (G)	1	2.471	2.279
Program (P)	2	0.493	0.454
S x G	1	0.855	0.788
S x P	2	2.282	2.106
G x P	2	0.352	0.325
S x G x P	2	1.999	1.844
Residual	153	1.084	
Total	164		
TOTAL			
Sex (S)	1	27104.017	29.489*
Grade (G)	1	79.002	0.086
Program (P)	2	508.769	0.554
S x G	1	4965.011	5.402*
S x P	2	2893.020	3.148*
G x P	2	1228.008	1.336
S x G x P	2	341.971	0.372
Residual	153	919.117	
Total	164		

Note. *p < .05

Table 11

Mean of Subtest Scores for Each Factor Which Showed a Significant Difference

	Gender		Grade		Program		
Factor	Male	Female	Seven	Nine	Six Year	Nine Year	No French
School	27.96	32.85					
Leisure Time Activities	23.82	26.15					
Relation-ships			23.38	21.58			
Quebec Culture	13.68	16.15					
Family Life	11.22	12.97			12.59	12.81	10.83
Entertainment							
Sports	14.43	12.56					
Personal	29.19	33.44					
Personality	15.30	19.18					
Cultural Comparisons	14.11	16.12					
Friends and Hobbies	12.42	13.65					
Animals	5.69	7.25	6.95	6.23			
Parent Factors							
Name							
Cars			5.18	6.26			
Extra-Curricular Activities	5.11	6.25					
Travel	3.73	4.16					

Note. 'No French' refers to programs where students are not currently enrolled in French but may have had some previous exposure to a second language learning situation.

Table 12

Mean Scores for Total Questionnaire by Gender and Grade

	Grade	
Gender	7	9
Male	238.15	226.51
Female	251.98	263.46

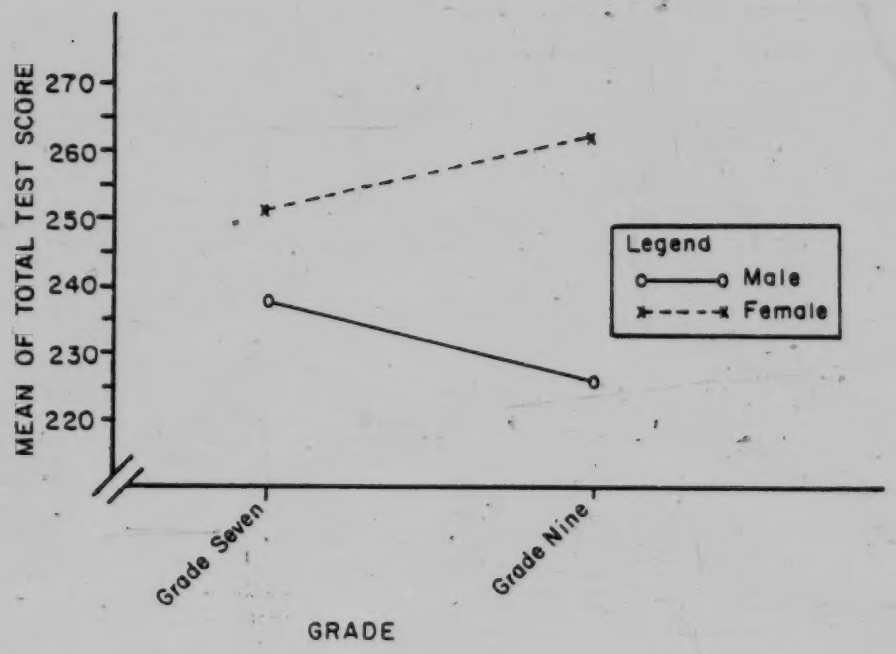

Figure 1. Comparison of Means Between Gender and Grade for Total Questionnaire

Table 13

Mean Scores for Total Questionnaire by Gender and Program

	Program		
Gender	Six Year	Nine Year	No French
Male	237.78	237.03	220.72
Female	260.42	252.45	265.36

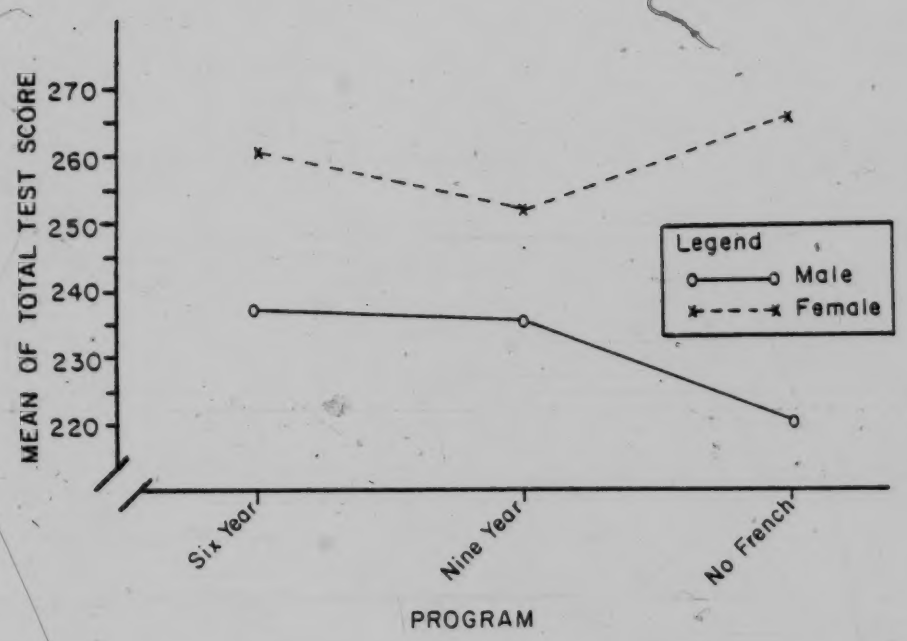

Figure 2. Comparison of Means Between Gender and Program for Total Questionnaire.

Note. 'No French' refers to programs where students are not currently enrolled in French but may have had some previous exposure to a second language learning situation.

Table 14

Mean of Subtest Scores for Factor 3: Relationships by Gender and Grade

	Grade	
Gender	7	9
Male	23.85	19.73
Female	23.00	23.10

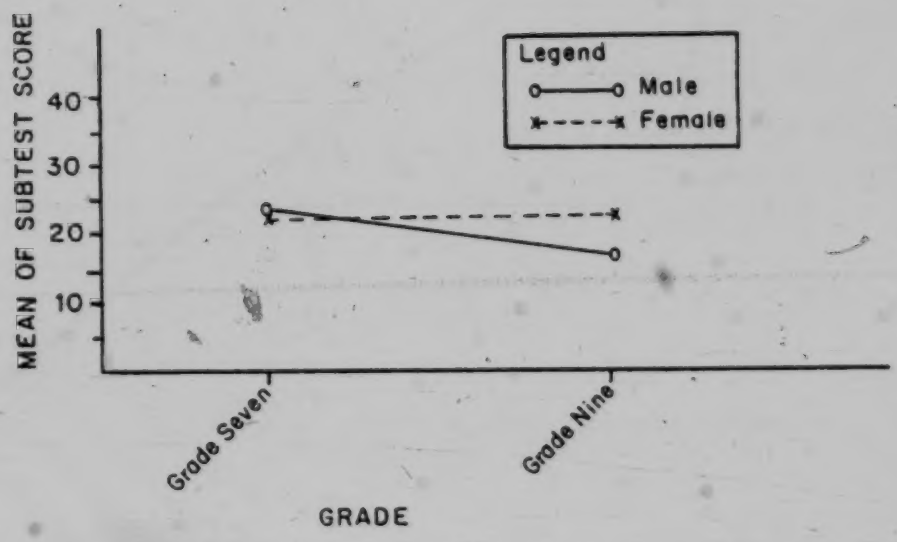

Figure 3. Comparison of Means Between Gender and Grade for Factor 3: Relationships

Table 15

Means of Subtest Scores for Factor 4: Quebec Culture by Gender and Grade

Gender	Grade	
	7	9
Male	14.30	13.17
Female	15.20	16.94

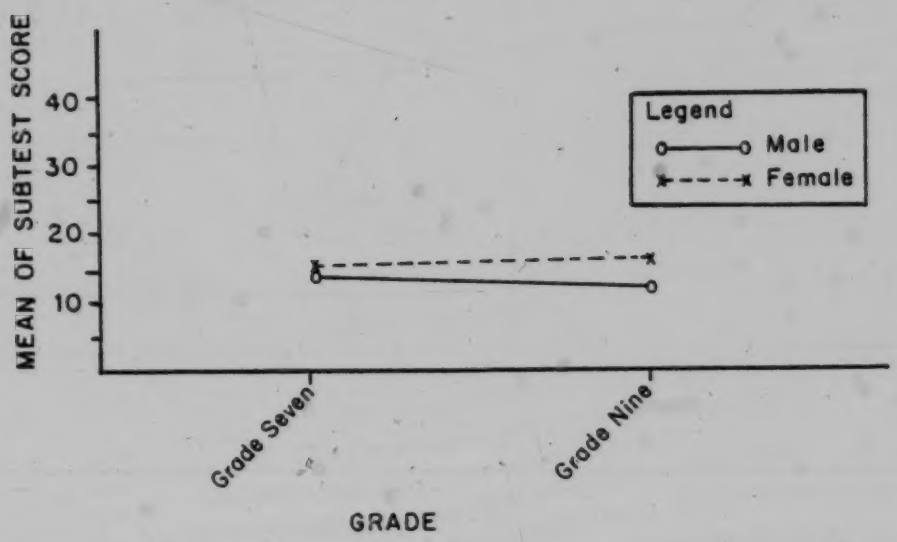

Figure 4. Comparison of Means Between Gender and Grade for Factor 4: Quebec Culture.

Table 16

Means of Subtest Scores for Factor 12: Animals by Gender and Grade

Gender	Grade 7	Grade 9
Male	6.67	4.90
Female	7.17	7.32

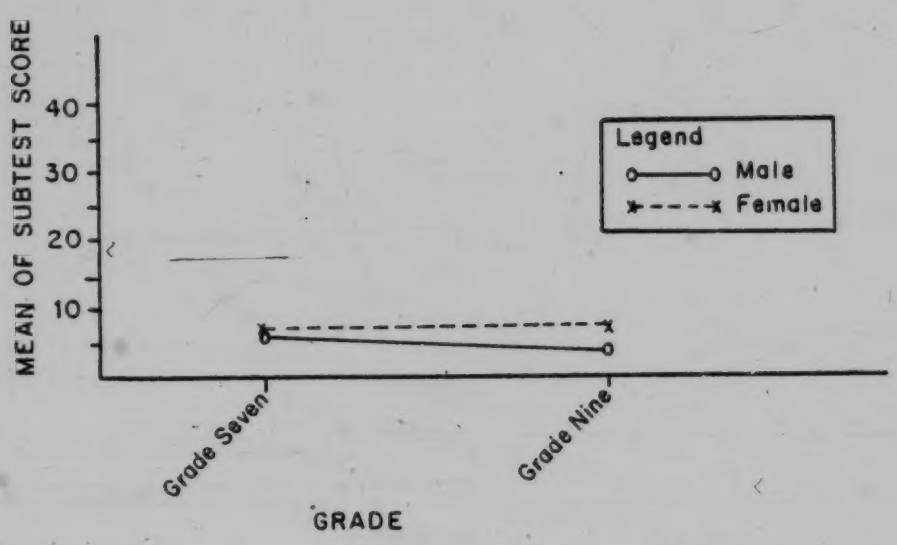

Figure 5. Comparison of Means Between Gender and Grade for Factor 12: Animals.

Table 17

Means of Subtest Scores for Factor 16: Extra-Curricular Activities by Gender and Grade

	Grade	
Gender	7	9
Male	5.45	4.83
Female	5.66	6.74

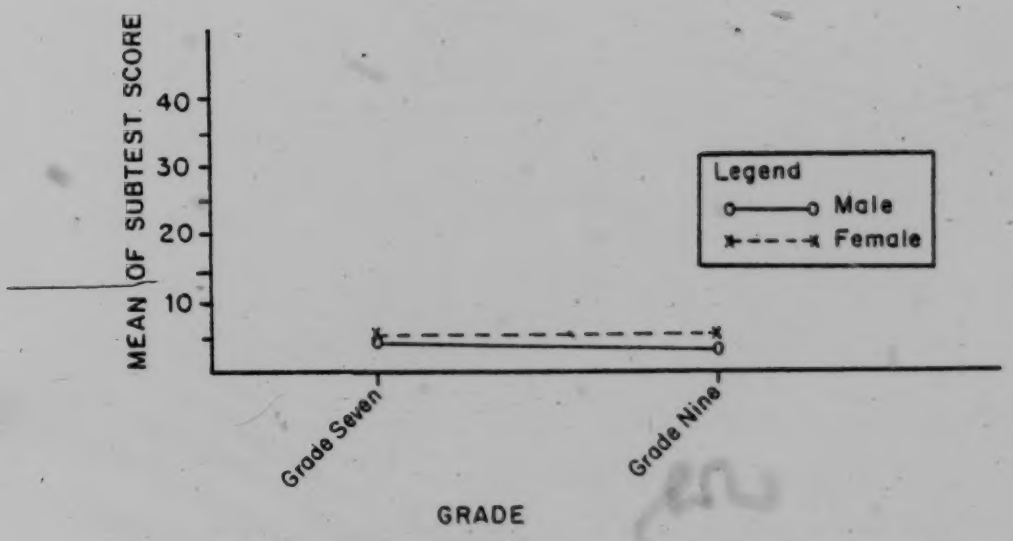

Figure 6. Comparison of Means Between Gender and Grade for Factor 16: Extra-Curricular Activities.

Table 18

Means of Subtest Scores for Factor 12: Animals by Gender and Program

	Program		
Gender	Six Year	Nine Year	No French
Male	5.39	6.16	5.32
Female	6.90	7.00	8.18

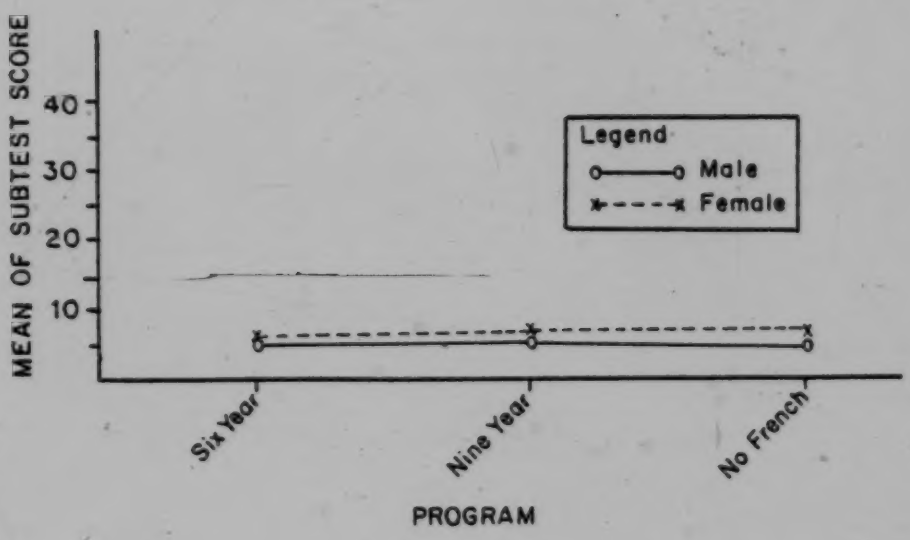

Figure 7. Comparison of Means Between Gender and Program for Factor 12: Animals.

Table 19

Means of Subtest Scores for Factor 1: School by Gender and Program

	Program		
Gender	Six Year	Nine Year	No French
Male	31.56	27.87	25.48
Female	32.29	33.13	33.14

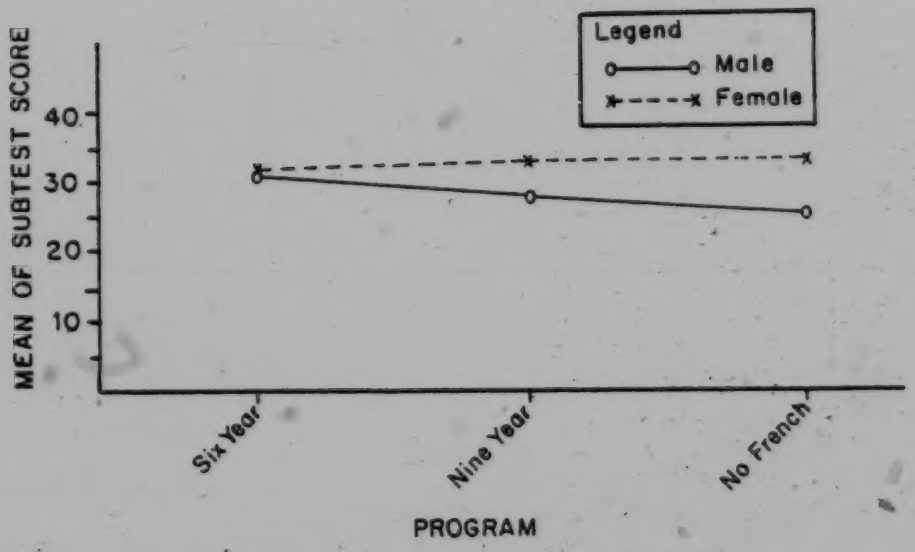

Figure 8. Comparison of Means Between Gender and Program for Factor 1: School.

Table 20

Means of Subtest Scores for Factor 16: Extra-Curricular Activities by Gender and Program

	Program		
Gender	Six Year	Nine Year	No French
Male	6.06	5.29	4.20
Female	5.68	6.58	6.50

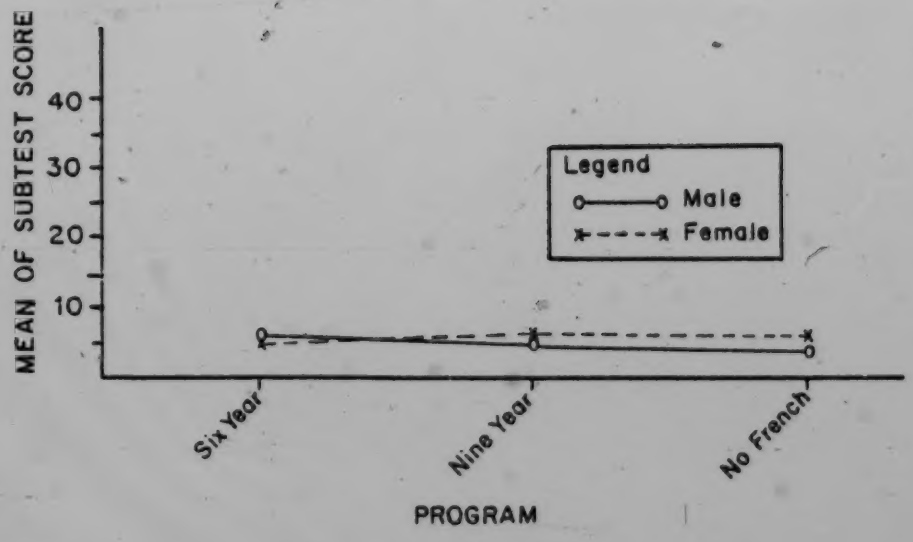

Figure 9. Comparison of Means Between Gender and Program for Factor 16: Extra-Curricular Activities.

Table 21

Means of Subtest Scores for Factor 15: Cars by Gender and Program

	Program		
Gender	Six Year	Nine Year	No French
Male	5.50	6.13	5.88
Female	5.94	4.87	6.73

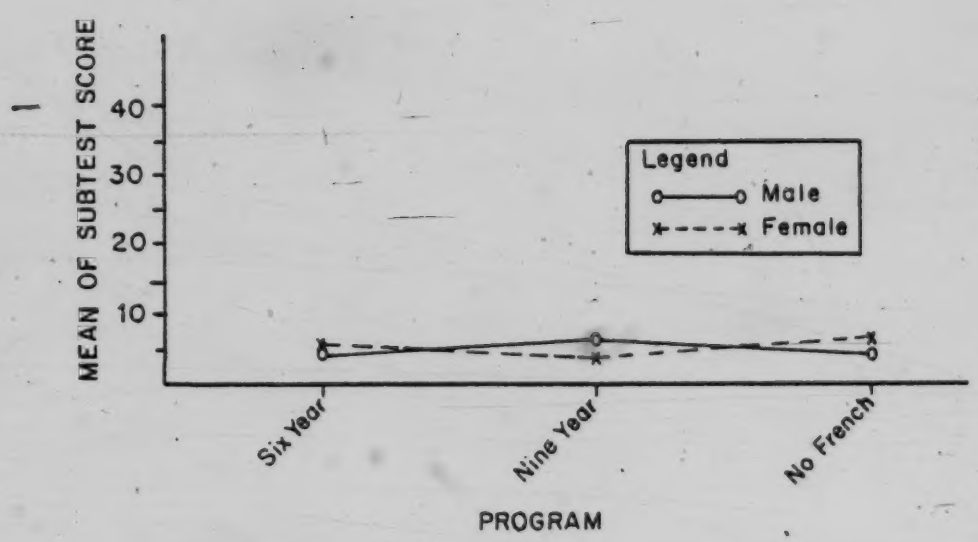

Figure 10. Comparison of Means Between Gender and Program for Factor 15: Cars.

Table 22

Means of Subtest Scores for Factor 8: Personal Information by Grade and Program

Grade	Program		
	Six Year	Nine Year	No French
7	31.79	32.60	31.60
9	33.52	29.95	30.52

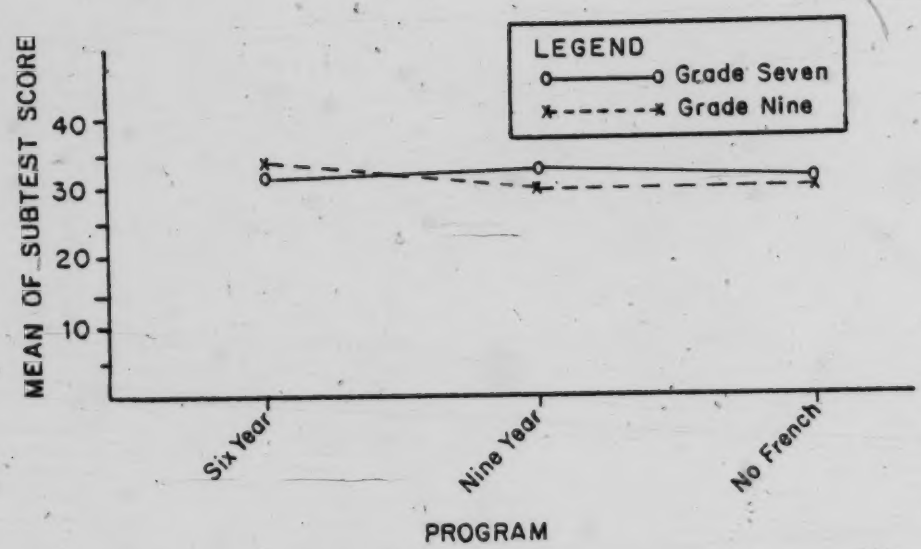

Figure 11. Comparison of Means Between Grade and Program for Factor 8: Personal Information.

Table 23

Means of Subtest Scores for Factor 15: Cars by Grade and Program

Grade	Program		
	Six Year	Nine Year	No French
7	5.17	5.43	4.80
9	6.36	5.44	7.37

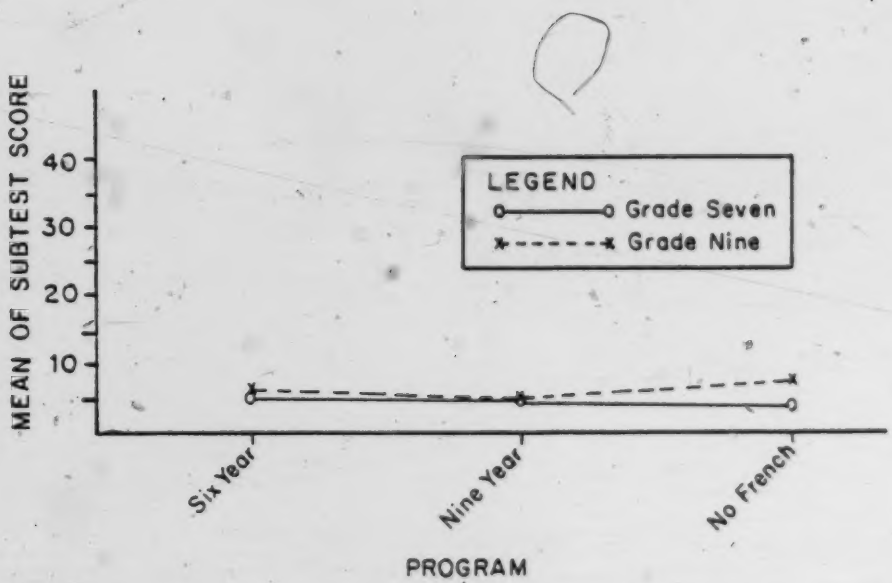

Figure 12. Comparison of Means Between Grade and Program for Factor 15: Cars.

Table 24

Means of Subtest Scores for Factor 16: Extra-Curricular Activities by Gender, Grade and Program

Program	Grade 7	Grade 9
Six Year		
Male	6.33	5.92
Female	5.33	6.15
Nine Year		
Male	6.07	4.56
Female	5.47	7.30
No French		
Male	4.25	4.15
Female	6.75	6.36

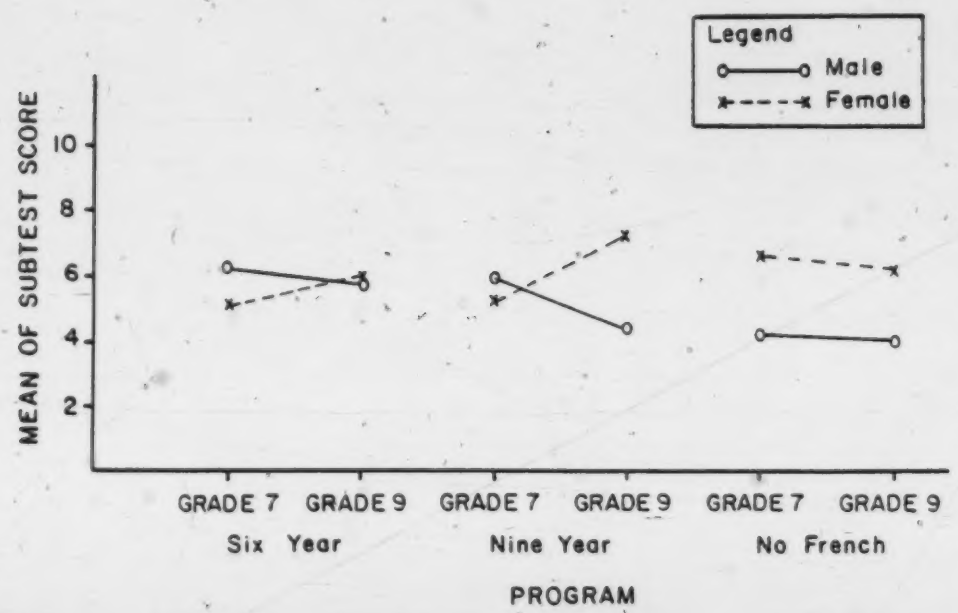

Figure 13. Comparison of Means Among Gender, Grade and Program for Factor 16: Extra-Curricular Activities.

Table 25

Significant Two-way Interactions

Gender Versus Grade

	Male	Female
Grade Seven	Relationships	
Grade Nine		Animals Extra-curricular Activities Quebec Culture

Gender Versus Program

	Male	Female
Six Year		
Nine Year		Extra-curricular Activities
No French		Animals Cars School

Grade Versus Program

	Grade Seven	Grade Nine
Six Year		Personal Information
Nine Year		
No French		Cars

Note. 'No French' refers to programs where students are not currently enrolled in French but may have had some previous exposure to a second language learning situation.

Table 26

Cross-comparison of High Interest Topics Generated by Boys and Girls

Student Group	Study			
	Gil & Geneivive	Scagliola	Jones	Kulmatycki
Grade 7				
Boys		Sports Cars		Relationships
Girls		Relationships (Dating, Boys & Girls) Leisure Time Activities (Music, Parties) Family Life		Animals Quebec Culture
Both		Animals Travel		Sports Cars Leisure Time Activities Family Life Travel
Grade 9				
Boys	Sports	Sports Cars		
Girls	Relationships (Love, Sex) Leisure Time Activities (Pop Music) School	Relationships (Boys & Girls) Leisure Time Activities (Music) Family Life		Relationships Quebec Culture Animals
Both	Animals	Animals School		Sports Cars School Family Life Leisure Time Activities

Table 26

Cross-comparison of High Interest Topics Generated by Boys and Girls (Continued)

Student Group	Study			
	Gil & Geneivive	Scagliola	Jones	Kulmatycki
Junior High Students				
Boys		Sports Cars	Sports* Cars*	Sports
Girls		Relationships (Dating, Boys & Girls) Leisure Time Activities (Music, Parties)	School (School, Teachers)* Leisure Time Activities (Music)* Animals*	School Leisure Time Activities Quebec Culture Animals Travel
Both		Animals School Travel	Relationships (Love, Opposite Sex)* Entertainment (Movies, TV)*	Relationships Entertainment Cars

Note. *The study by Jones (1981) included students in grades five through nine. Equivalent topic headings used in other studies are included in brackets.

Table 27

Additional Questions of Interest

#1 School

Who are the teachers you like or dislike?
Do you belong to any teams?
What kind of extra-curricular activities are there in your school?
Are you on student council?

#2 Leisure Time Activities

Do you like shopping?
What do you do for fun?
Do you like to dance?
Do you like listening to music?

#3 Relationships

Do you wear makeup?

#4 Quebec Culture

#5 Family Life

Are your parents divorced or married to someone else?

#6 Entertainment

Do you like going to the movies?

#7 Sports

What are your favorite teams?

#8 Personal Information

Do you speak French and English?
Do you do drugs?
Do you smoke?
What religion are you?
How much do you weight and how tall are you?
Are you popular?
What part of Quebec do you come from?
Do you babysit?

#9 Personality

What are your interests?

#10 Cultural Comparisons

Do you like Quebec?

#11 Friends and Hobbies

Do you have a best friend?
Do you collect anything?

#12 Animals

What is your pet's name?

#13 Parent Factors

#14 Name

#15 Cars

#16 Extra Curricular Activities

#17 Travel

Do you like to travel?

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APPENDIX A

STUDENT INTERESTS SURVEY

SCHOOL: _____ GRADE: _____

AGE: _____ Are you MALE or FEMALE? (Circle one)

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1. Imagine you have just met a new person who is French and comes from Quebec. This person is the same age and sex as you. This is someone you would like to be friends with. Imagine you are having a conversation with this person. What would you like to know about him or her? What questions would you ask this person? Please write down as many things as you can think of.

2. What would you like to tell this person about yourself? Please write down as many things as you can think of.

3. If this person were of the opposite sex, is there anything else or something different you would like to know about that person? Are there any different questions you would ask him or her? Please write down as many things as you can think of.

Thank you very much for your help.

STUDENT INTERESTS SURVEY

SCHOOL: _____ GRADE: _____

AGE: _____ Are you MALE or FEMALE? (Circle one)

In which grades have you studied French?

1 2 3 4 5 6 7 8 9 (Circle)

Have you studied a second language other than French?

YES/NO (Circle)

Imagine you have just met a new person who is French and comes from Quebec. This person is the same age and the same sex as you. This is someone with whom you would like to be friends. Imagine you are having a conversation with this person. What would you like to know about him or her? What questions would you ask this person? Please rate the following questions using this scale. (Circle the number.)

1 - Definitely would not ask that question.

2 - Not likely to ask that question.

3 - Don't know or no opinion.

4 - Probably would ask that question.

5 - Definitely would ask that question.

1. What is your favorite sport?	1 2 3 4 5
2. Where do you live?	1 2 3 4 5
3. Do you play any musical instruments?	1 2 3 4 5
4. What is your favorite TV show?	1 2 3 4 5
5. How is Quebec different from here?	1 2 3 4 5
6. What is your family like?	1 2 3 4 5
7. What is your favorite car?	1 2 3 4 5
8. How old are you?	1 2 3 4 5
9. What are your likes and dislikes?	1 2 3 4 5
10. Who is your favorite actor/actress?	1 2 3 4 5

1 - Definitely would not ask that question.

2 - Not likely to ask that question.

3 - Don't know or no opinion.

4 - Probably would ask that question.

5 - Definitely would ask that question.

11. What kind of clothes do you like?	1 2 3 4 5
12. Do you have a boyfriend/girlfriend?	1 2 3 4 5
13. What kinds of food do you like?	1 2 3 4 5
14. What school do you go to?	1 2 3 4 5
15. What is your home like?	1 2 3 4 5
16. What is it like to live in Quebec?	1 2 3 4 5
17. What are your parents like?	1 2 3 4 5
18. What kind of person are you?	1 2 3 4 5
19. What would you like to be when you grow up?	1 2 3 4 5
20. What is your favorite movie?	1 2 3 4 5
21. What kind of music do you like?	1 2 3 4 5
22. Do you have lots of friends at school?	1 2 3 4 5
23. What would you like to know about Edmonton?	1 2 3 4 5
24. What do you like to talk about?	1 2 3 4 5
25. What kinds of animals do you like?	1 2 3 4 5
26. Where were you born?	1 2 3 4 5
27. What is your school like?	1 2 3 4 5
28. Have you ever moved?	1 2 3 4 5
29. Do you like parties?	1 2 3 4 5
30. Do you have a major shopping mall like West Edmonton Mall?	1 2 3 4 5

1 - Definitely would not ask that question.

2 - Not likely to ask that question.

3 - Don't know or no opinion.

4 - Probably would ask that question.

5 - Definitely would ask that question.

31. What is your phone number?	1 2 3 4 5
32. Who is your favorite singer or group?	1 2 3 4 5
33. Do you like school?	1 2 3 4 5
34. What are your friends like?	1 2 3 4 5
35. Who is your favorite sports personality?	1 2 3 4 5
36. What TV programs do you watch?	1 2 3 4 5
37. What is your favorite color?	1 2 3 4 5
38. What subjects do you take?	1 2 3 4 5
39. When is your birthday?	1 2 3 4 5
40. What is your bedroom like?	1 2 3 4 5
41. Do a lot of people speak English in Quebec?	1 2 3 4 5
42. What are your brothers and sisters like?	1 2 3 4 5
43. Do you take lessons in anything outside of school?	1 2 3 4 5
44. What do you like in boys/girls?	1 2 3 4 5
45. What are your favorite subjects?	1 2 3 4 5
46. What are your hobbies?	1 2 3 4 5
47. What is your favorite drink?	1 2 3 4 5
48. What are your marks like?	1 2 3 4 5
49. What holidays do you celebrate in Quebec?	1 2 3 4 5

1 - Definitely would not ask that question.

2 - Not likely to ask that question.

3 - Don't know or no opinion.

4 - Probably would ask that question.

5 - Definitely would ask that question.

50. How many brothers and sisters do you have?	1 2 3 4 5
51. What is your favorite song?	1 2 3 4 5
52. What is(are) your best friends(s) like?	1 2 3 4 5
53. Do you have a learner's permit?	1 2 3 4 5
54. What kind of sports do you play?	1 2 3 4 5
55. What do you like to read?	1 2 3 4 5
56. What grade are you in?	1 2 3 4 5
57. What are the good restaurants?	1 2 3 4 5
58. What is your best subject?	1 2 3 4 5
59. What kind of foods do they eat in Quebec?	1 2 3 4 5
60. What kind of movies do you like or dislike?	1 2 3 4 5
61. What problems do you have?	1 2 3 4 5
62. Do you have any pets?	1 2 3 4 5
63. What are your teachers like?	1 2 3 4 5
64. What kind of clothing is in style?	1 2 3 4 5
65. What do you do in your spare time?	1 2 3 4 5
66. What is your boyfriend/girlfriend like?	1 2 3 4 5
67. Who are the popular musicians in Quebec?	1 2 3 4 5

1 - Definitely would not ask that question.

2 - Not likely to ask that question.

3 - Don't know or no opinion.

4 - Probably would ask that question.

5 - Definitely would ask that question.

68. What do you like and dislike about school?	1 2 3 4 5
69. What soap operas do you watch?	1 2 3 4 5
70. What kind of sports do you like?	1 2 3 4 5
71. Where have you travelled?	1 2 3 4 5
72. What hopes and dreams do you have?	1 2 3 4 5
73. What is your name?	1 2 3 4 5
74. What do your parents do for a living?	1 2 3 4 5
75. Are you interested in boys/girls?	1 2 3 4 5

Thank you very much for your help.